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ABSTRACT

This document contains teacher's materials for a five-unit secondary education vocational home economics course on families with special health needs. The units cover: (1) family health needs (including the impact of special needs on financial well-being, the impact on the psychological health of the family, and the relationship of society to those with special health needs); (2) special health needs (including causes and preventions of special conditions, the impact of technology on treatment and care, and laws relating to special needs populations); (3) aging (the aging process, the characteristics and care of aging persons, and the roles and contributions of the elderly in various cultures); (4) family adjustment (including coping strategies, nutrition, and abuse prevention strategies); and (5) career options and adjustments (including personal characteristics needed for special health need service careers and effective money management). Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Those content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Forty teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

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FAMILIES WITH SPECIAL HEALTH NEEDS

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COMPLIANCE STATEMENT

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(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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FAMILIES WITH SPECIAL HEALTH NEEDS

Families with Special Health Needs is one of the various curriculum guides developed for use in Vocational Home Economics Education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education, Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and post-secondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) through (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left hand column (corresponding learning and evaluation experiences in the right hand column) relates to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgment, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in Vocational Home Economics Education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching/learning experiences that will help students reach the objectives.

An excellent resource for information on teaching all students is the book *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

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FAMILIES WITH SPECIAL HEALTH NEEDS

(m) Families with special health needs (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to family health needs. The student shall be provided opportunities to:

(A) identify special health needs of individuals;
(B) discuss the impact of special health needs on financial well being;
(C) discuss the impact of special health needs on the psychological health of the family; and
(D) relate societal values to the contributions and perceived worth of individuals with special needs.

(2) Concepts and skills related to special health needs (including birth defects and disabilities/handicaps occurring later in life). The student shall be provided opportunities to:

(A) discuss special health conditions, their causes, and prevention;
(B) outline characteristics and care associated with special health conditions;
(C) identify the social and psychological effects of handicaps on individuals and their families;
(D) describe the impact of technology on the treatment and care of individuals with special health needs;
(E) describe health services and their acquisition;
(F) summarize laws related to the special needs population; and
(G) describe employment and training opportunities for individuals with special health needs.

(3) Concepts and skills related to aging. The student shall be provided opportunities to:

(A) describe the aging process;
(B) outline the physical and psychological needs of the aging individual;
(C) identify characteristics and care needed by aging individuals;
(D) describe employment and training opportunities for the elderly;
(E) contrast the role of the elderly, their status, and contributions in various cultures;
(F) describe services available for the elderly and how they can be evaluated;
(G) appraise the effects of laws related to health of the aging; and
(H) discuss considerations for planning and providing care for aging individuals.

(4) Concepts and skills related to family adjustment. The student shall be provided opportunities to:

(A) describe coping/adjustment strategies for individuals and families of the elderly and handicapped;
(B) discuss nutrition, clothing, housing, and health needs caused by emotional, intellectual, and/or physical impairments; and
(C) point out forms, causes, and preventive measures for abuse of elderly and handicapped family members.

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT I

COMPETENCY:

(m.1) *Concepts and skills related to family health needs.*

SUB-COMPETENCIES:

(A) *Identify special health needs of individuals.*

(B) *Discuss the impact of special health needs on financial well being.*

(C) *Discuss the impact of special health needs on the psychological health of the family.*

(D) *Relate societal values to the contributions and perceived worth of individuals with special needs.*

CONCEPTS

I. Family health needs
   A. Special health needs of individuals

LEARNING AND EVALUATION EXPERIENCES

Introduce students to the course by defining *special health needs.* A possible definition is as follows: "A person with a disease, illness, or other health situation that is life affecting." Discussion will help students identify the persons and conditions that will be studied during the course. Causes or sources of special health needs include the following: present at birth, accidents, aging, and diseases/disorders. Lead students to brainstorm for a list of special health needs. After the class list is complete, show students Teaching Aid 1, Special Health Needs. Compare the two lists. The teaching aid lists special health needs that will be addressed during the course.

Have students complete Teaching Aid 2, Are You Handicapped?, and direct students to explore their intellectual responses to being considered handicapped. CRITICAL QUESTIONS: How do you think being labeled as handicapped affects people emotionally? intellectually? socially? Why is it important to avoid labeling people?

Have students research and find statistics on the number of persons with special health needs in the United States. Students may use school or public library resources or contact the U.S. Department of Health and Human Services to obtain current data on "Prevalence of Selected Chronic Conditions in the United States." Have students report their findings to the class. KEY QUESTIONS: How do these statistics help the medical profession project future needs for professionals? What do the figures

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

indicate about additional jobs for the future? What services or professions would experience job market increases as a result of the aging population in the United States?[B] [C]

Have students view an audiovisual or read stories about people who have made great achievements despite their special health needs. (Examples include Helen Keller and Franklin D. Roosevelt.) KEY QUESTIONS: What was the cause of the special health need? How did the person cope with the special health need? How did the family help the person? What skills were magnified because of the special health need? What employment and educational opportunities were available to the person?[B]

Have students react in writing to the following statement by Helen Keller: "Persons who are severely impaired never know their hidden sources of strength until they are treated as normal humans and encouraged to shape their own lives." Have students share their responses with the class. KEY QUESTIONS: What does the statement mean? Who is Helen Keller referring to as being severely impaired? How are impaired persons treated as being abnormal? How can the tendency to treat impaired persons as abnormal be reversed? How can independence be encouraged among people with impairments? Does Helen Keller speak from experience? Why?[B]

As an FHA/HERO activity or Student Occupational Activity, have students develop a peer tutoring program for special education students. One day a month could be set aside to invite special education students to participate in independent living skills training. Each home economics student could be paired with a special education student. Living skills could range from sewing on a button to preparing a nutritious snack. As relationships between the students are formed, other projects of a more individual nature could be pursued. Instruct the home economics students to keep a log of their activities, their reactions, and the reactions of the students with special health needs. Make arrangements with the school administrators and the parents and teachers of the special education students before implementing this activity.[B] [C]

Have students identify and list characteristics associated with various special health needs. Have a student write the characteristics on the chalkboard. Determine whether each characteristic is associated with only one or with more than one special health need. CRITICAL QUESTIONS: Are any of the characteristics associated with all special health needs? Which characteristics are associated with only one special health need? more than one? What might this mean when working with persons with special health needs?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Impact of special health needs on financial well-being 1. Cost of care	Have students read resources and estimate the annual costs of caring for a person with special health needs. Students should consider the costs of long-term care (home and institution), costs of special equipment or physical therapy, costs of adaptations to the home, and costs of special transportation. Instruct students to report their findings to the class. KEY QUESTIONS: What is the estimated annual cost of catastrophic illness? How can a family meet the financial demands of a special health need? How can a family prepare for the costs of catastrophic illness? How does this kind of financial burden affect family members emotionally?[B] [C] Have students look in magazines or newspapers for articles about families with members who have special health needs. Students should read and analyze the situations and give brief oral reports to the class. Ask students to assume that the same situations happen to their families. Have them write papers detailing how their families would face the situations. KEY QUESTIONS: What financial resources could the family utilize? What impact would this special health need have on the management of the family? What personal skills possessed by family members could be used in this situation? Is the impact on a family greater when the special health need individual is an adult or a child? Why?[B] [C] Ask a resource person with a family member who has a special health need to speak to the class regarding the financial costs involved. Have students write questions to be discussed. Collect the questions and allow a student to serve as a moderator and ask the speaker the questions. KEY QUESTIONS: How did you find out about the special health need? What impact has the special health need had on family life? What adjustments have you and other family members made? What resources have been utilized?[B] [C] Contact a local hospital and ask a resource person who is familiar with the costs of special health needs to speak to the class. The resource person could discuss the costs of various illnesses, the projected treatments, and the role a family can play in providing care. In advance, have students develop questions for the guest speaker. Ask students to write a summary of the information provided by the guest speaker. Members of the local FHA/HERO chapter could be responsible for introducing the speaker and writing appropriate thank-you letters.[B] [C] Lead a class discussion on the use of family savings in paying for the cost of treating a special health need. Use the following questions to guide the discussion. CRITICAL QUESTIONS: Are savings needed to cover expenses even when a family has insurance? Why? (Examples include ineligible expenses, coinsurance, and loss of income when caregivers are taking care

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	of the person with a special health need.) How much does a family need to save to be protected in the event a special health need arises?
2. Health insurance	Have students read about the different types of health insurance. Lead a class discussion to clarify terms and types of health insurance. Include hospital expense insurance, major medical insurance, surgical expense insurance, loss of income or disability insurance, deductible, health maintenance organizations, Medicare, and Medicaid. KEY QUESTIONS: What is the purpose of insurance? How does one obtain insurance? What types of insurance provide coverage for the costs of catastrophic illness? Are all costs of a catastrophic illness covered by insurance? Why?[B]
	Invite an independent insurance agent to explain health insurance coverage to the students. Ask the agent to include how claims are filed and handled. Instruct each student to submit one written question, prior to the class, for the speaker to answer during a question and answer period. KEY QUESTIONS: What types of medical expenses are not covered by health insurance? How does an individual health insurance policy compare with group insurance coverage? How do the costs of individual health insurance and group health insurance differ? Who is likely to be ineligible for a health insurance policy? Do companies sometimes cancel a policyholder's insurance if too many claims are filed? Why? How long must you have a health insurance policy before it is effective?[B] [C]
	As a Student Occupational Activity, have students research and choose an individual health insurance policy. Each student should investigate and compare coverage and costs of at least three insurance companies. Instruct each student to write a detailed report on the reasons for selecting one policy over the others.[B]
3. Support services	Give students a copy of Teaching Aid 3, Support Organizations. Ask students to identify the organizations on the list and add local organizations that provide support to persons and families with special needs. Have students use telephone directories or community service directories as resources. Lead a class discussion regarding the services these organizations provide to individuals or families with special health needs. KEY QUESTIONS: Who provides services to individuals or families with special health needs? What are the costs of the services? How does a person apply for the services offered by each organization? Who is eligible for the services? What support services are provided for the family members of a person with special health needs? Does the organization use funding to conduct research on the special health need? If yes, explain.[B]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Take the class to visit a local rehabilitation center or local hospital. When arranging the field trip, request that a physical therapist show the students the equipment used in physical therapy and explain how it helps rehabilitate the patients. KEY QUESTIONS: How is the rehabilitation center or hospital funded? What are the fees for the rehabilitation services? How often must patients attend therapy? What opportunities are available for volunteers to assist in the rehabilitation process?
C. Impact of special health needs on the psychological health of the family 1. Psychological health	Define *psychological health* and lead a class discussion on how it relates to a family unit. Identify and discuss psychological health needs such as the need for mental activity, the need to love and be loved, the need to feel worthwhile, and the need to believe in something. CRITICAL QUESTIONS: Is psychological health of an individual different from psychological health of a family unit? Why? Are positive/negative psychological health traits of an individual similar to psychological health traits of a family unit? Why? Can psychological health traits be more easily fostered within a family unit or by an individual living alone? Why? Would the psychological health needs of an individual with special health needs be different? Why? Lead a class discussion on ways families can foster psychological health when a family member has a special health need. KEY QUESTIONS: Where can a family obtain assistance with psychological problems that may arise when someone in the family has a special health need? What kind of expense is involved in family counseling and/or individual counseling? What are some sources of inexpensive counseling? Show students Teaching Aid 4, Building Family Strengths. Have students work in groups and develop short skits that demonstrate different types of family strengths. The groups may present the skits to the class. Lead a class discussion on how each family strength presented could be used in a special health need situation. Lead a class discussion on the ripple effects that occur in the family when a family member has a special health need. Have a student diagram the ripple effect on the chalkboard beginning with a center circle representing the person with the special need. Small circles around the center circle can represent immediate family members of the person with the special health need. Extended family members and close friends may be placed in outer circles to form a third ring of circles. Identify each circle as a specific individual, such as a parent, grandparent, sister, brother, aunt, uncle, or friend. Lead a class discussion on the psychological impact, the social impact, and the emotional impact of the situation on each person identified in the diagram. KEY QUESTIONS: What impact does a special health need have on family members?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	How can this impact be decreased? How can family members help each other lessen the impact of a special health need? How can the person with the special health need help lessen the impact?
2. Coping skills	Have students develop a list of the factors they feel are important in being treated as a family member. Lead a class discussion on the factors listed and have students identify ones that would be different for a person with a special health need. KEY QUESTIONS: Which factors are different for a person with special health needs? Why? How would the differences affect family relationships for a person with special health needs?
	Have students work in groups to develop lists of the stresses and problems that a family may face when one member has special health needs. Students should consider each immediate family member when developing the lists. Have each group elect a group member to report the group's list to the class. KEY QUESTIONS: How can the stresses faced by a family with a special health needs member be reduced? How can a special health needs member alter family interactions? negatively? positively? How may family roles change when a family member develops a special health need?[C]
	Lead a class discussion on Teaching Aid 5, Patterns of Family Interaction. Usually, the three subsystems of the family interact semi-independently within the family structure. These patterns demonstrate the effects a person with special health needs may have on other subsystems. KEY QUESTIONS: How do family members determine the subsystem in which they are interacting? How can subsystems be strengthened? When working with a child, how would one change the tone of voice and terms used?
	Invite a family management specialist from a local university or a medical professional to speak to the students regarding methods for reducing stress in the family containing a special health needs member. The speaker may directly deal with management of different types of activities, such as dressing, eating, and food preparation, or speak on the general subject of how to reduce stress in the family. Have students prepare questions to ask the speaker. The students and/or an elected spokesperson may ask the questions. Instruct students to write summaries of the speaker's remarks. KEY QUESTIONS: How can a family with a member who has special health needs gain information on reducing stress? What can a family include in a stress management program that will strengthen family life? How can the person with special health needs help to eliminate some of the stress in the family?[B] [C]
3. Support groups	Write the term "support group" on the board. Have the students define the term in their own words. KEY QUESTIONS: Why are support groups important to individuals and families? Who could

make up a support group for a family? Where could one locate a support group?

Have the students examine resources that contain lists of support groups. Instruct students to select a support group in which they have an interest and write a letter to that group requesting information about the group's activities. Have students share their replies with the class.[B]

Lead a class discussion on ways a family support group can help a person with special health needs overcome feelings of uselessness and depression. Following the class discussion, have students design a bulletin board titled, "Family Adjustments." The bulletin board can depict different types of family adjustments, suggestions on how to facilitate adjustments, and/or the rewards for coping with a special health need. The bulletin board can be focused on children, teens, young adults, or the elderly.

D. Relationship of societal values to contributions and perceived worth of individuals with special needs
   1. Personal reactions to handicaps

Have students look through magazines to find pictures showing persons representing what is valued in our society. Examples include beauty, athletic ability, and status symbols. Lead a class discussion regarding the pictures. After answering the following key questions, have students gather and view pictures of persons with special health needs. The teacher may need to develop a file of pictures to supplement the ones students locate. Lead a class discussion on the pictures while probing for students' honest reactions to the pictures. Work with students to develop strategies for changing reactions to individuals with special health needs from negative to positive. KEY QUESTIONS: What do people value in others individually? as a society? What may happen to a person who does not fit this profile? CRITICAL QUESTIONS: How do persons with special health needs compare to the profile of what society values in individuals? How are persons with special health needs treated because of these differences? How can negative reactions be changed to positive reactions?

Have students participate in the following simulation experiences to gain a better understanding of physical problems experienced by handicapped individuals.

1) Simulate poor vision by rubbing petroleum jelly on eye glasses. Have students try to read and walk while wearing the glasses.
2) Simulate stiff joints by having students tape wooden sticks to their fingers or wear heavy gloves. Have each student try to peel an orange, tie a shoe, and button a shirt.
3) Borrow a wheelchair. Have each student sit in the wheelchair and try moving about the school without assistance.

4) Simulate blindness by covering each student's eyes with a blindfold. Have blindfolded students try to move to their next classroom. NOTE: For safety purposes, have a student accompany the blindfolded student.

Have each student try each activity. Ask students to compare the usual difficulty of performing the tasks to the difficulty experienced as a handicapped person. Lead a class discussion on coping strategies for the person with special health needs. KEY QUESTIONS: How did the simulation experiences make you feel? What adjustments did you make in order to complete each experience? How can one develop more empathy for individuals with special health needs?

2. Importance of access

Ask students to participate in a Student Occupational Activity by researching and reading more about laws that have had positive influences on the lives of individuals with special health needs. Laws related to special health needs include the following:

1) Elementary and Secondary Education Act of 1965
2) Handicapped Children's Early Education Assistance Act of 1968
3) Rehabilitation Act of 1973
4) Education for All Handicapped Children (1975)
5) Vocational Education Amendments of 1976
6) Tax Reform Act (1976)
7) Tax Reduction and Simplification (1977)

Have students report their findings to the class. KEY QUESTIONS: Which laws pertain to access to public buildings? Which laws pertain to education? CRITICAL QUESTION: Will the contributions made to society by handicapped individuals increase as a result of enactment of these laws? Why?[B] [C]

Have students analyze the school for accessibility by handicapped or special needs persons. The students might first tour the home economics department to look for barriers that persons with various special needs might encounter. Direct students to move to other areas of the school and look for barriers using Teaching Aid 6, Checking a School for Accessibility. Have students suggest adaptations that would give persons with special health needs better access to the school. Categorize each adaptation as inexpensive, expensive, easy, difficult, necessary, or helpful but not absolutely necessary. CRITICAL QUESTIONS: What are reasonable adaptations that can be made to public buildings to assist handicapped persons? How will increasing accessibility to public buildings, such as schools, cause an increase in contributions to society from individuals with special health needs? Can the same guidelines for checking the accessibility of a school be applied when checking the accessibility for other public buildings? private homes? How can accessibility increase employment opportunities for handicapped people?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Increasing perceived worth	Have students read and discuss Teaching Aid 7, Working with Persons with Special Needs. Lead a class discussion on how negative feelings develop and how to help a person with special health needs overcome negative feelings. KEY QUESTIONS: In what ways are negative feelings harmful to a person with special health needs? How can family members promote positive feelings in a special needs individual?[B]
	Have students collect information from newspapers, periodicals, and television regarding activities for people with special health needs. Examples include Special Olympics, wheelchair basketball, skiing, swimming, and horseback riding. Have students share their information in class. Lead a class discussion regarding how a handicapped person's perceived worth can improve as a result of participation in activities. Also discuss how the general public's perceived worth of handicapped persons improves when handicapped people participate in activities. KEY QUESTIONS: What activities might encourage self-worth in a special needs individual? Why? How does a person's self-worth influence how others view him or her? Why is it especially important for a person with special health needs to have positive feelings of self-worth?

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FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT II

COMPETENCY:

(m.2) *Concepts and skills related to special health needs (including birth defects and disabilities/handicaps occurring later in life).*

SUB-COMPETENCIES:

(A) *Discuss special health conditions, their causes, and prevention.*

(B) *Outline characteristics and care associated with special health conditions.*

(C) *Identify the social and psychological effects of handicaps on individuals and their families.*

(D) *Describe the impact of technology on the treatment and care of individuals with special health needs.*

(E) *Describe health services and their acquisition.*

(F) *Summarize laws related to the special needs population.*

(G) *Describe employment and training opportunities for individuals with special health needs.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Special health needs (birth defects, disabilities, handicaps) A. Special health conditions, causes, and prevention 1. General conditions	Using the list of special health needs on Teaching Aid 1, Special Health Needs, have students use the library and look up descriptions for each special health need. NOTE: The list could be divided up and each student assigned a certain number of definitions. Ask students to discuss and study the descriptions. Then have students work in groups to develop two sets of cards. One set should list special health needs, and the other set should give brief descriptions of the special health needs. Shuffle the cards and distribute them to the class. Ask students to locate and trade cards until they have sets of special health needs and matching descriptions.[B] Lead a class discussion on the origins of special health needs. Include those present at birth, those caused by disease, and those caused by accidents. Have students categorize the special health needs listed on Teaching Aid 1, Special Health Needs, under the three categories of origins discussed. KEY QUESTIONS: Which

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	special health needs are present at birth? Which are caused by disease? Which are caused by accidents? Which have more than one possible origin? Which are the easiest to prevent?
	Have each student choose one special health need from Teaching Aid 1, Special Health Needs, and write a short research paper. The research paper should name the health condition, give its causes, characteristics and symptoms, describe prevention techniques (if possible), and estimate the costs involved in care. Information should be included on the impact on the patient's future, the coping skills needed, and the current status of medical research on this problem. Students should be encouraged to use a wide variety of resources, including books, magazines, and interviews with persons or support groups involved with the selected health needs. Have students present oral reports based on their research papers.[B] [C]
	Invite guest speakers or a panel to speak to students on how special health needs affect the individuals and families involved. Speakers include parents of children with special health needs, a group of pediatricians who work with children with special health needs, children with special health needs, and health care professionals for the elderly. KEY QUESTIONS: How has the special health need changed the person's life? What special problems have these persons faced? How have these problems been handled? How have special health needs affected other family members and the family as a unit?[C]
	Ask students to plan, implement, and evaluate an FHA/HERO outreach activity to benefit a special health needs group in the community. Activities include an Easter party at a local nursing home, a kite party at the local state school, assisting with Special Olympics, or a walk-a-thon to benefit the March of Dimes. Students should be encouraged to participate in the planning process and in making the arrangements for the outreach activity.[C]
	Conduct a Student Occupational Activity by asking students to volunteer at social/service agencies that work with families containing members who have special health needs. From this volunteer service, have students generate an idea for an entrepreneurial business that could provide the community with additional services. Help the students identify the role a small business plays in the free enterprise system.[C]
2. Specific conditions a. Alzheimer's disease	Have students study Teaching Aid 8, Alzheimer's Fact Sheet. KEY QUESTIONS: What is Alzheimer's disease? How does one get Alzheimer's disease? What is the treatment? What age group is most affected by Alzheimer's disease?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have each student locate and prepare a written summary of an article about Alzheimer's disease. KEY QUESTIONS: What are the suggested causes of Alzheimer's disease? the symptoms? How does Alzheimer's disease affect the life of the person suffering from it? the lives of the caregivers and family members? How is the disease treated?[B] [C]
	Invite a person from the medical community who deals with Alzheimer's patients to speak to the class. Ask the speaker to discuss experiences he or she has had with Alzheimer's patients, the impact the disease has on family members, and information about local support groups. Have students prepare written questions prior to the presentation. Students may volunteer to share personal experiences involving Alzheimer's disease.[B] [C]
b. Osteoporosis	Have students read materials on osteoporosis and write definitions based on the information they read. Lead a class discussion on the causes, symptoms, and treatment of the disease. Point out to the students that knowledge about this disease is important, especially for females. KEY QUESTIONS: Why are women more prone to develop osteoporosis? What preventive measures could be taken to lessen the possibilities of developing osteoporosis? Why is it important that men also have knowledge about osteoporosis?[B] [C]
	Lead a class discussion on the importance of including calcium in the diet and the use of calcium supplements when adequate calcium is not included in the diet. Include in the discussion when to address a concern for this disease. Have each student keep a record of food eaten for one week and evaluate her or his calcium intake. KEY QUESTIONS: Does your diet include an adequate supply of calcium to maintain good health? Why? How may one increase calcium within the daily diet?[C]
	Ask students to develop a list of foods that are high in calcium. Have students use the list to develop a menu that is rich in calcium. Have students share and discuss how the menus may help prevent osteoporosis. KEY QUESTIONS: At what age is calcium in the diet most important? Can calcium supplements stop the progress of osteoporosis once it has begun?[C]
c. Cancer	Have students complete "Cancer: Assessing Your Risks" available from the American Cancer Society either in pamphlet form or computer program format. KEY QUESTIONS: What are the factors that increase a person's risk of cancer? What can be done to decrease these risk factors?[B] [C]
	Invite a representative to discuss the information, services, and resources available from the American Cancer Society. Ask the

speaker to also discuss how to reduce the risk of cancer and monitor the body for cancer. If a local representative is unavailable, students could contact the American Cancer Society state headquarters to obtain information. Have students submit questions for the speaker prior to the talk. Have students prepare written summaries of the information given by the speaker. KEY QUESTIONS: What measures can an individual take to lessen the probability of having cancer? What factors are associated with an increased probability of cancer? What are the most common signs of cancer? What types of cancer monitoring are most important for women? for men?[B] [C]

Have students view an audiovisual on cancer and its effects on the patient and the patient's family. Have students analyze the reactions of the family at different stages of the disease. KEY QUESTIONS: What is cancer? How does a person get cancer? What are the current chances of surviving cancer? How do families cope with cancer?[C]

Invite a speaker from a hospice to discuss the treatment provided for terminal cancer patients. Ask students to prepare questions prior to the speaker's talk. Have students prepare written summaries of the information gained from the speaker. KEY QUESTIONS: How is hospice care different from regular hospital care? How might an individual react to placing a family member in hospice care?[B] [C]

d. Hearing impairments

Ask students to define *deafness*. Simulate the different degrees of deafness by having students wear a variety of ear covers. Have students try to carry on normal conversations with each other while wearing ear plugs and listening to music or television. KEY QUESTIONS: When did you become uncomfortable with the inability to hear? How did you try to adapt to not being able to hear (move closer, watch lips move)? How might one feel about a hearing impairment? How would a hearing impairment change an individual's life?[B] [C]

Have students find and study the alphabet of sign language in an encyclopedia or other resource. Invite a person who signs to make a presentation on sign language. Have students learn to sign their names and a few simple phrases such as "good day" and "how are you."[B] [C]

Lead a class discussion on the difficulty that children have in learning to speak correctly when hearing is impaired from birth. KEY QUESTIONS: What special speech training is available in your community or city for deaf children? What is the nearest place that helps children develop a vocabulary and learn to speak?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Obtain a videotaped version of a closed captioned television program. Have the students view the program and react to reading the dialogue rather than hearing it. KEY QUESTIONS: Did the use of closed captions increase or decrease your ability to understand the program? What was the reading level of the closed captions? How did you feel about having to read the dialogue? If you were hearing impaired, would you rather watch regular programs or closed captioned programs? Why?[B] [C]
	As an FHA/HERO or Student Occupational Activity, have students compile a list of local sources that help the hearing impaired. Sources include churches that provide signers and television news programs that provide signers. Students might suggest ways a school and community could provide more assistance to people with hearing impairments.[C]
e. Heart and lung disease	Obtain materials from the American Heart Association and American Lung Association. Have students read and summarize the materials. Lead a class discussion regarding the information. KEY QUESTIONS: What heart and respiratory problems may be present at birth? How is lifestyle related to heart and respiratory problems? Are heart and lung diseases inherited? Why?[B]
	Have each student write a newspaper article outlining how individuals can reduce the chance of heart disease. Instruct the students to use appropriate reference materials to provide reliable facts for the articles.[B]
	Lead a class discussion on exercise and its relationship to physical fitness. Students may refer to Teaching Aid 9, Exercise to Increase Heart Rate and Improve Fitness, to determine their minimum and maximum heart rate ranges and how to count the heart rate. Invite a coach to lead the class in an aerobic exercise that increases the heart rate. Have students record their heart rates prior to and immediately following the exercise. Lead a class discussion regarding what exercise does for the heart.[C]
f. Orthopedic impairments	Have students read selected references on types of orthopedic impairments. KEY QUESTIONS: What are typical causes of orthopedic impairments? What leads to the loss of limbs? How are orthopedic impairments treated? How can orthopedic impairments be prevented? What is the difference between paraplegia and quadriplegia?[B]
	Invite a physical therapist to discuss orthopedic impairments with the class. Lead the class in developing a list of questions to ask the speaker. KEY QUESTIONS: How have technological developments aided persons with orthopedic impairments? What is a physical therapist's role in working with persons who have

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	orthopedic impairments? How do orthopedic impairments change the life of the person affected? the family?[C]
g. Speech impairments	Invite a speech therapist to discuss speech impairments with the class. Ask the therapist to describe the causes of speech impairments as well as treatments and cures. Ask the speaker to include answers to questions submitted by students. KEY QUESTIONS: What causes speech impairments? How are speech impairments treated? What is the role of the speech therapist in aiding persons with speech impairments? How does a speech impairment affect the life of a person?[C]
	Have students volunteer to read into a tape recorder. Allow the class to critique the audiotapes. This activity could lead to participation in an FHA/HERO Star Event.[C]
h. Visual impairments	Lead a class discussion on blindness. CRITICAL QUESTIONS: Would it be worse to be blind from birth or to become blind as a young adult? Which situation would require the most adjustments?[C]
	Have students simulate different degrees of blindness by wearing blindfolds to block their vision. Have the students complete a variety of simple tasks as their eyesight grows worse. KEY QUESTIONS: Which task was the most difficult for students to accomplish? Did the inability to complete simple tasks cause frustration? How might one feel about a visual impairment? How would a visual impairment change an individual's life physically, mentally, emotionally, and socially?[C]
	Survey the class for students who wear contacts or glasses. Allow the students to volunteer to share their experiences and feelings about wearing the vision aids. Ask the students to describe what it is like to see without the vision aids. KEY QUESTIONS: How can family members and friends help people adjust to wearing vision aids? What are the disadvantages of wearing vision aids?
	Have students plan, implement, and evaluate a foods laboratory for a blind homemaker. The laboratory will involve preparation of a simple meal or a snack. Divide the class into groups. Have one student in each group be the blind person (blindfolded), while the other students arrange the laboratory activity details. Have students tape record the directions for the food preparation and place the needed items in an organized pattern to facilitate the preparation process for the blind person. KEY QUESTIONS: How did the blind person perform? feel? How did the other students feel? CRITICAL QUESTION: What does this experience indicate about the need for planning and communication between a person with a visual impairment and those providing aid?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have the school librarian provide students with materials written in Braille. Have the students review the Braille alphabet and attempt to read the materials provided by the librarian. KEY QUESTIONS: What were your reactions to reading Braille versus reading by sight? Why? How can the ability or inability to read Braille change the life of a visually-impaired person? How long would it take you to read a Braille magazine? What materials are available in Braille? What other resources are available to assist visually impaired people?[B] [C]
	Invite an ophthalmologist to explain the most common causes of visual impairments. Have students submit written questions for the doctor to answer. KEY QUESTIONS: What is meant by "legally blind"? What are the most common causes of blindness? What types of visual impairments are preventable? How often should one have a visual examination? What tests are used to determine the presence of cataracts and glaucoma?[B] [C]
	As an FHA/HERO project or Student Occupational Activity, have students read or record books for the blind.[B]
	Invite a blind person who uses a guide dog to visit the class and discuss the training that was necessary to learn to work with the dog and the costs involved. Have students prepare questions to ask the speaker. KEY QUESTIONS: How old are the dogs when they are trained?. How many years can they work? What breeds of dogs are used?[C]
i. Intellectual and emotional needs	Have students read selected references regarding intellectual and emotional special health needs. Follow-up the reading by leading a class discussion. Include strategies for overcoming intellectual and emotional handicaps.[B]
	Invite a special education teacher and/or school psychologist to lead a class discussion on intellectual and emotional special health needs. Prior to the class, have students develop questions to ask the speaker. KEY QUESTIONS: What are learning disabilities? How are they treated? What causes them? What is Down's syndrome? How does it affect an individual? the individual's family?[C]
j. Mental illness	List the following terms on the chalkboard: neurosis, psychosomatic, psychic, somatic, personality, psychosis, and disorder. Provide dictionaries and have the students look up definitions for the terms. Have the students compare definitions and develop a class set of definitions.[B]
	Have students read selected references and determine the difference between boredom, depression, and the different types

of mental illness. Lead a class discussion regarding the different causes of mental illness and the different ways of dealing with mental illness. The discussion should also include the different methods of preventing mental illness.[B]

Invite a speaker who is qualified to work with the crisis of suicide to talk to the class. Ask the speaker to discuss the signs, symptoms, or patterns of depression that may lead to attempted suicide. Prior to the presentation, have students develop written questions to ask the speaker. KEY QUESTIONS: What can suicide prone individuals do to help themselves? How can family members and friends help suicide-prone individuals? If a family member or friend hinted or openly talked of suicide, what would you do? Are most suicides premeditated or are they impulsive acts? Why?[B] [C]

Have students view an audiovisual about a person who is suffering from a form of mental illness. Ask students to write summaries of the information presented. KEY QUESTIONS: What effects did the mental illness have on family members? What adjustments were made by the family of the ill person? What treatment was prescribed?[B] [C]

Invite a representative to speak to the class on the information, services, and resources available from the Mental Health Association in the area. Ask students to develop a list of questions to ask the speaker.[C]

k. Birth defects

Have students read selected references on birth defects. References include pamphlets from the March of Dimes and the Easter Seal Society. Lead a class discussion on the information included in the readings. KEY QUESTIONS: What birth defects are preventable? Which birth defects are not preventable? How is prenatal care related to birth defects? How is the mother's diet related to birth defects? How are the mother's lifestyle practices such as smoking, drinking, and using drugs (over-the-counter, prescription, and illegal) related to birth defects?[B]

Obtain copies of "The Family Health Tree" from the March of Dimes. Ask each student to read and complete the information about her or his own family health history. KEY QUESTIONS: Why is having a knowledge of the general health status of family members important? How can information concerning the health of family members be gathered?[B] [C]

Invite a representative to class to discuss the information, services, and resources available from the March of Dimes. Prior to the class, have students develop questions to ask the speaker. Instruct students to write summaries of the presentation.[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students view audiovisual materials from the March of Dimes about specific birth defects. Available materials include "Families with Special Health Needs" and "Inside My Mom." Lead a class discussion regarding the information presented in the audiovisual.[C]
	Divide the class into groups. Have each group develop a list of measures to aid in the prevention of birth defects. Have each group elect a recorder to report to the class. KEY QUESTIONS: Will following preventive measures assure that no birth defects will occur? Why?[B] [C]
B. Characteristics and care of special health conditions 1. General care	Invite a panel of representatives from groups that assist persons with special health needs to speak to the class. Ask the speaker to discuss the services provided and the special health needs of clients. The panel may include a Meals on Wheels volunteer, a nursing home worker, a physical therapist, or a visiting nurse. Have students prepare questions to ask the panel. KEY QUESTIONS: What are the fees for each service? eligibility requirements? Who offers assistance to the programs?[C]
	Have students read information from the American Red Cross on home health care. Ask students to work in groups and develop lists of guidelines for home care of a person with a special health need. The lists should include supplies, information, and how-to directions for various types of care. Ask each group to elect a representative to present the group's list to the class. NOTE: Each group may be assigned a specific topic.[B] [C]
2. Adaptations for handicaps	Have students review Teaching Aid 1, Special Health Needs. Ask the class to identify handicapping conditions that require special health care. Identify whether the care relates to special strategies for working or living by the handicapped individual, adaptations to surroundings, or both.
	As a Student Occupational Activity, have students interview people who have modified or made changes in their homes because family members have special health needs. Modifications include converting a downstairs den into a bedroom, adding hand rails in various parts of the house, building a wheelchair ramp, and replacing rugs with carpet. Have students report to the class on the types of changes that were made. NOTE: If the school has a video camera that students may use, this activity could be videotaped and viewed by the entire class.[C]
C. Social and psychological effects of handicaps on individuals and families 1. Social effects	Ask a student to volunteer to write a letter to the American Coalition of Citizens with Disabilities, 1200 5th Street, N.W., Washington, D.C. 20005 requesting a copy of "Rights of Persons with Special Health Needs" for use by the class. Ask the students

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	to read the pamphlet when it arrives. Lead a class discussion on the information. KEY QUESTIONS: How do the rights of persons with special health needs differ from the rights that apply to all citizens? Which of the rights pertain to social situations?[B] [C]
	Invite a handicapped child's parent(s) to class to discuss the special challenges faced by the family. Ask students to prepare questions to ask the speaker. KEY QUESTIONS: What effects have the child's handicap had on social development and social activities? Has the child's handicap had an effect on social activities of family members? Why?[C]
	Lead a class discussion on social adjustments that the individual or family may have to make as a result of a special health need. Social adjustments include more home entertaining, less time spent participating in leisure activities away from home, more time spent in treatment centers with new acquaintances, and improved family communications. Ask students to suggest other social adjustments. KEY QUESTION: In what ways could the required social adjustments affect one's self-concept as well as the family concept?[C]
2. Psychological effects	Show students Teaching Aid 10, Characteristics of a Mentally Healthy Person. Lead a class discussion on how each of the characteristics would apply to a handicapped individual or the family of a handicapped individual. KEY QUESTION: How can families of a handicapped individual help that individual stay mentally healthy?[C]
	Ask students to define the term *stress*. Stress may be defined as a pressure or a strain one feels. Stress can be good or bad, depending on how we cope with it. Lead a class discussion on the signs of stress. These signs include becoming bored with school or work, becoming apathetic, being cranky or hard to get along with, acting depressed, becoming restless, or being unable to stick with what you are doing. The book *Home and Career*, available from the Home Economics Curriculum Center, Lubbock, Texas, contains additional activities for recognizing signs of stress and coping with stress. KEY QUESTIONS: What stressful situations are in your life? Would being handicapped add more stress to life than usual? Why?[C]
	· Have students use magazines, newspapers, and television to search for advertisements featuring handicapped or elderly persons. When advertisements are found that feature a handicapped or elderly person, ask students to write a letter of appreciation to the company for recognizing that not everyone is young and physically appealing. KEY QUESTIONS: What do

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	most ads say about what we value in people? Are we adding to the handicapped individuals' psychological problems by decreasing their self-worth with ads that seem to promote beauty and physical perfection? Why? What can be done to help change the attitudes about handicapped persons?[B] [C]
	Have students bring to class newspaper or magazine stories about families with handicapped members. Have students analyze the stories and determine what social and psychological impact the handicaps had on the families. KEY QUESTIONS: How do family crises impact situations that are stressful? What can be done to help families in these situations?[B] [C]
D. Impact of technology on the treatment and care of individuals with special health needs	Have the students list different types of medical technology they have had contact with. Lead a class discussion regarding additional types of medical technology. Assign a current event reading to each of the students. Students might use *Time*, *Newsweek*, *Consumer Reports*, *Consumer Digest*, local newspapers, and other resources to find articles discussing the latest achievements in medical technology. Have students write one-page summaries and orally report their findings to the class.[B] [C]
	Arrange for students to take a guided tour of a local hospital. During the tour, focus on the equipment that is used for diagnosis, patient care, patient therapy, and provisions for training the family to assist the patient. Ask the tour guide to discuss the cost of the equipment, the average number of times it is used per day/week, and the advantages it provides to the medical staff and to the patient. If a field trip cannot be arranged, secure a representative to speak to the class regarding equipment available at local facilities.[C]
	Obtain copies of home health care catalogs. Allow students to explore the different types of home health care products and equipment that are available. Have students select one of the special health needs discussed in class and determine what types of equipment are available for home care. Students should also determine the costs of renting or purchasing the equipment. KEY QUESTIONS: What are the advantages of renting equipment? disadvantages? What are the advantages of purchasing equipment? disadvantages? Do insurance policies cover the cost of special equipment needed for home care?[B] [C]
	Lead a class discussion on "Living Wills." Explain that terminally ill patients sometimes make a "Living Will" so that they will not be placed on a life-support system. KEY QUESTIONS: Once a patient is placed on life support, what is involved and who makes the decision to remove the equipment? Is it easier for a family to

accept the decision to remove life support when the patient makes the decision rather than the family?[C]

E. Health services and their acquisition

Have students identify public and private health services that are available in the community. Include social service agencies and special interest groups. The students could use the yellow pages of the local telephone book, the yellow pages of a telephone book from the nearest large city, and/or other listings of community resources. Have students compile a class list. KEY QUESTIONS: How many health related services are available locally? in the nearest large city? Which of the two categories (public or private) provide the most services?[B] [C]

Invite a panel of representatives from local service organizations to speak to the class. Service organizations include the March of Dimes, Heart Association, and Cancer Society. Ask the speakers to discuss special health needs, their impact on families, and the services the organizations provide. Ask students to submit written questions for the panel to answer. KEY QUESTIONS: What are the eligibility requirements for the services? What are the fees for the services?[B] [C]

Have students read Teaching Aid 11, Selecting a Doctor. Lead a class discussion on the information presented in the teaching aid. KEY QUESTIONS: Why is the careful selection of a doctor important? What qualities are the most important for a doctor to have? the least important?[B]

Using the decision-making process as a model, have students work through the selection of a health care service (doctor, hospital, or social service agency). During this process, ask students to develop a list of questions to be asked during the investigation and selection of a health care service.[B] [C]

F. Laws related to special needs populations

Lead a class discussion on the reasons for laws related to special health needs and the impact the laws have on society. KEY QUESTIONS: Who pays for the implementation of laws related to special health needs? What situations brought these problems to public attention?

Invite a panel of school administrators to speak to the class on education for persons with special health needs. The school principal could discuss laws that promote an education for all students. The school psychologist or counselor could discuss the procedures used by the school district when working with special education students. Ask students to prepare written summaries following the discussion. KEY QUESTIONS: Do the laws require students with special health needs to receive special instruction? Do the laws require special facility adaptation? What laws are

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	related to special education? Who enforces these laws? How might one stay informed about these laws?[B] [C]
	Invite a guest speaker from the Social Security Administration to discuss the laws concerning social security. The discussion could focus on social security for the elderly and for the disabled. Ask students to prepare questions prior to the speaker's visit. KEY QUESTIONS: Who pays for social security? What services are provided by social security? How does one apply for social security benefits?[C]
G. Employment and training opportunities for individuals with special health needs	Lead students to brainstorm and develop a list of characteristics that make a good employee. Have the students critically examine each idea on the list and look for traits that a person with special health needs might not possess. KEY QUESTIONS: Do people without special health needs possess the listed characteristics? Can these traits be developed with training?[C]
	Invite a guest speaker from the school district personnel office or a lawyer who works with personnel matters to inform the students of the laws concerning the hiring of handicapped workers. The discussion could focus on hiring the elderly and the disabled. Have students turn in written summaries following the talk. KEY QUESTIONS: Who enforces laws regarding hiring practices? What must employers do to comply with the laws?[B] [C]
	Lead a class discussion regarding interview situations for handicapped persons. KEY QUESTIONS: What kinds of questions would an interviewer be likely to ask? How can the individual "sell" his or herself to a prospective employer?[C]
	Arrange for students to visit the Lighthouse for the Blind or another training agency that serves individuals with special health needs. Ask a representative from the firm or agency to discuss the employment training programs provided. Ask students to prepare appropriate questions in advance of the tour and to write summary papers following the visit.[B] [C]
	Lead a class discussion on the importance of being productive citizens and how a feeling of productiveness benefits an individual with special health needs.[C]
	Invite a person from a civic organization or local government agency to speak to the class on ways the community is promoting productivity of the special health needs person. Have students prepare written questions to ask the resource person.[B]

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT III

COMPETENCY: (m.3) *Concepts and skills related to aging.*

SUB-COMPETENCIES:

(A) *Describe the aging process.*

(B) *Outline the physical and psychological needs of the aging individual.*

(C) *Identify characteristics and care needed by aging individuals.*

(D) *Describe employment and training opportunities for the elderly.*

(E) *Contrast the role of the elderly, their status, and contributions in various cultures.*

(F) *Describe services available for the elderly and how they can be evaluated.*

(G) *Appraise the effects of laws related to health of the aging.*

(H) *Discuss considerations for planning and providing care for aging individuals.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Aging A. The aging process	Lead students to brainstorm and list adjectives that describe the elderly. Use Teaching Aid 12, Facts and Fallacies about Aging, to lead a class discussion on the origin of ideas and misconceptions about the elderly. KEY QUESTIONS: When does "aging" begin? What is middle age? To what age range does the term elderly apply? What factors influence opinions about the elderly?[C] Lead a class discussion on the process of the "graying of America". Include the following statistics on the percent of the total U.S. population sixty-five or older: Year — Percent 1900 — 4.10 1970 — 9.80 1975 — 10.50 1985 — 12.00 + 2000 — 13.00 (projected)

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	KEY QUESTIONS: What changes will be brought about by the increasing numbers of elderly? How will these changes affect the business community? the nation's economy? How will the retirement age change? Will elderly individuals become members of extended families or will they live independently? Why? What contributions will the elderly make to society?[C]
	Have students read selected references on how aging affects the physical, psychological, sociological, and economic aspects of an individual's life. Emphasize that the changes caused by aging do not all occur at the same age, nor to the same degree, for all individuals. Lead a class discussion regarding the reasons for differences in the aging process. Differences occur in life experiences, income level, social status, occupation, sex, and historical events.[B] [C]
	Lead a class discussion using Teaching Aid 13, Changes that Occur with Age. KEY QUESTIONS: How can a person adjust to changes that occur with age? What are the differences in the "young old" and the "old old"? CRITICAL QUESTIONS: Do most individuals follow the same pattern of aging? Why? How long does it take for changes to happen? What are other ways to minimize changes?[C]
	Have students read selected materials regarding factors that influence a person's longevity. Lead a class discussion regarding the content of the readings. Including family history, marital status (married live longer), economic status, physique (ratio of weight to height), routine exercise, avoidance of alcohol and smoking, general disposition and attitude, level of education, environment, and the type of health care. CRITICAL QUESTIONS: Which factors are preparing you for a long life? Which factors are preparing family members for long lives?[B] [C]
B. Physical and psychological needs of the aging individual 1. Physical needs	Have students list in writing the physical changes they have noticed in elderly persons. Lead a class discussion about how individuals adjust to physical changes. KEY QUESTIONS: What physical changes cause the greatest problems? What physical changes might bother an elderly person the most? a family member? What physical changes seem to be the most prevalent among the elderly?[B] [C]
	Invite a resource person such as a gerontologist, physician, or a geriatric nurse to discuss the physical changes that take place as an individual ages. Ask the speaker to include information on the decrease in physical skills and agility, the decreasing acuteness in the senses (especially hearing and vision), and the decline of internal bodily functions. Have students prepare written questions to ask the resource person. KEY QUESTIONS: Which physical

changes occur as a result of aging? How do elderly individuals adjust to physical changes?[B] [C]

Have students find information and make a chart illustrating the calorie needs and the protein, carbohydrate, vitamin, and mineral requirements of the elderly. Compare requirements of the elderly with requirements for the average healthy adult. KEY QUESTIONS: Are each of these requirements reduced or increased with age? Why? How can diets be changed to meet changing nutritional needs?[B]

Lead a class discussion regarding the dietary needs of the elderly. Include the decreased need for calories, the advantages of frequent small meals, and ways to make soft foods appealing to those with digestive problems. Have the students work in groups to plan three low-calorie meal plans. Each meal plan should include breakfast, lunch, dinner, and two snacks. Each group may be assigned a different dietary situation. Have an elected representative share group reports with the class. KEY QUESTIONS: How is the diet for an elderly person different from the diet for a middle-aged person? What factors may influence the eating habits of elderly persons? How can these factors be accounted for when planning a menu? When planning a meal for an elderly person, why should one consider the elderly person's past food preferences? If an elderly person's appetite is poor at meal times, what could one do to assure that the elderly person eats?[B] [C]

Ask students to read information in selected references on exercises for the elderly. Have students develop a class list of factors to consider when planning exercises for elderly persons. Have students work in groups to develop appropriate exercise routines for the elderly. Have each group demonstrate their routine to the class. The class may evaluate the routines using the class list developed earlier. Have students vote for the routines that best meet the guidelines. As an FHA/HERO activity, the best exercise routines could be presented to an exercise class at a local nursing home.[B] [C]

Have the students plan, prepare, and present an informational program on the importance of people of all ages participating in a regular exercise program. The students could select "Exercise Buddies," pairing themselves with an elderly person (grandparent, family friend, or neighbor) and forming an exercise program. Each pair of exercise buddies will need to decide on the length of time per session, the number of sessions per week, and the goals they wish to achieve. A six week checkup will allow the students and their elderly partners to determine if they have achieved their goals.[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Psychological needs	Invite a panel of persons fifty-five to seventy years old to talk with the class about the psychological (mental) needs of aging individuals. Ask panel members to share the contributions they feel they can make despite of or perhaps because of their situations and conditions. Contributions include giving time for volunteer work, sharing wisdom gained from years of experience, and giving and receiving affection. Have students prepare written questions in advance to ask the panel. KEY QUESTIONS: How can new hobbies or skills affect the mental needs of elderly persons? How can doing volunteer work benefit an elderly person? How does feeling useful encourage a positive mental outlook? How do the mental and emotional changes brought about by aging affect the health of an elderly individual?[B] [C]
	Ask students to read selected references on mental and emotional changes in the elderly. Have students find information on the following changes: disengagement, depression, lack of mental alertness, change in behavior, decrease in intellectual powers, and adverse reactions to change. KEY QUESTIONS: Which of these changes may be used by an aging person as a type of protection? Why might an elderly person be depressed? What behavior changes are often associated with the elderly? How do you think a lack of mental alertness and a decrease in intellectual powers make the elderly person feel? How can family and friends provide comfort and support to a person who has feelings of uselessness and purposelessness?[B] [C]
	Have students work in groups to research the organized social activities that are available for the elderly in your community. Encourage students to list activities provided by church groups, civic groups, social groups, and other organizations. Ask each group to elect a representative to report the group's findings to the class. KEY QUESTIONS: What groups in the community plan social activities for the elderly? What activities are held? how often? Are the activities usually expensive or are they affordable?[B] [C]
	As a class or FHA/HERO activity, have students plan and sponsor a "Seniors for Lunch" event. Invite local senior citizens to eat lunch with the class. Pair each student with one or more senior guests. Have class members ask their senior partners to discuss their feelings about growing older and any changes they have experienced in attitudes or in mental, emotional, and social needs. At the next class meeting after the luncheon, lead a class discussion about the students reactions to their senior guests and the discussions they had with them. KEY QUESTIONS: Did the students' attitudes toward elderly people change after talking with the guests? How can young people develop and demonstrate greater empathy for elderly persons? CRITICAL QUESTIONS:

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Did each group have stereotypes about the other? What did the class learn from the senior citizens?[C]
C. Characteristics and care needed by aging individuals 1. Characteristics	Lead a class discussion on the differences in characteristics and needs of the elderly and the frail elderly. Include the following: 1) The majority of elderly people desire to remain involved, productive, and independent. 2) Chronic health conditions are more prevalent among elderly persons. 3) About 40% of the elderly population are limited in their major activity due to chronic conditions as opposed to only 7% of the younger population. 4) The frail elderly, who comprise only about 6% of the total elderly population, most often live in institutions that provide long-term care. Ask students to cite examples of elderly people they know who seem younger than their ages and elderly people who seem older than their ages. KEY QUESTIONS: What influence do attitudes about aging have on elderly people? What causes some individuals to have more positive attitudes about life and aging than others? How would illness or physically handicapping conditions contribute to differences in the elderly and the frail elderly?[C]
2. Care needed a. Health care	Divide the class into groups to research and report on the various health care options available for the elderly. Health care options include live-in nurses, home health care aides, nursing homes, day care services outside of the home, retirement centers with health care facilities, visiting nurses, and extended care facilities. Students may use library resources, interviews, pamphlets, magazine articles, and newspaper articles to obtain information. Have each group elect a spokesperson to report findings to the class. KEY QUESTIONS: Which health care options were you previously unaware of? Which health care options are available in your community? Do the health care services appear to be adequate? Why?[B] [C] Invite a representative from the Social Security Administration to speak to the class about benefits related to Social Security. Have students develop questions to ask the speaker. KEY QUESTIONS: What benefits are provided by Social Security? What is the difference in Medicare and Medicaid? What are the ranges and limitations of coverage?[C]
b. Clothing needs	Lead a class discussion regarding how the aging process changes the shape of the body which in turn affects an elderly person's clothing selection. Explain the effects of decreased manual dexterity on choice of clothing, selection of clothing styles that facilitate the use of special equipment (walkers or wheelchairs), the need for pockets, and the need to feel attractive.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask each student to look through catalogs, magazines, or pattern books and select an appropriate style of clothing for an elderly male and for an elderly female. Lead a class discussion about the style selections and the reasons for them. Have the class vote on which styles they think are most appropriate.[C]
	Have students plan an FHA/HERO service project in conjunction with a local nursing home. The students can make "pockets" for beds, walkers, or wheelchairs. Students who have better sewing skills could attempt more difficult projects or do clothing adaptations for the residents.
c. Safety needs	Lead students in brainstorming a list of safety features or equipment helpful for elderly persons. Equipment includes wheelchairs, ramps for wheelchairs, canes, walkers, side rails for a bed, handrails for the bathroom (around toilet, tub, shower, and lavatory), rubber bath mats or safety strips, slip resistant floors, bathtub or shower bench, night lights, smoke alarms, fire extinguishers, intercom system, hot water heater set no higher than 110 degrees (to prevent burns due to less sensitive skin) front loading washer, dryer, and dishwasher, and nonbreakable dishes and cookware. KEY QUESTIONS: What items could provide a safer environment for an elderly person? Should small rugs be used? Why? How can help be summoned if needed? Are light switches easy to reach? Is a shower more desirable than a tub? Why? Where should handrails be installed? Is the telephone in a central location?[C]
	Invite a speaker who has knowledge in the area of space planning for elderly persons to show students floor plans and explain how to evaluate space needs. Have students prepare questions prior to the presentation. Ask students to write brief reports based on information gained from the presentation.[B] [C]
	Ask students to imagine that elderly persons are coming to live in their homes. Have each student evaluate his or her home and identify areas that need adaptations to help an elderly person live independently. Have students share their evaluations with the class.[C]
D. Employment and training opportunities for the elderly	Ask students to define the term *retirement*. From the definitions, lead a class discussion about the different stages of retirement found on Teaching Aid 14, Phases of Retirement. KEY QUESTIONS: Why do people retire? When should a person retire? What can a person do to prepare for retirement? When a person retires, is she or he through working? Why? At which phase of retirement would a person be likely to become employed? What types of skill and training will future retired persons be able to put to use?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
1. Volunteer work	Have students define the term *volunteer*. Ask each student to investigate and write a paper on one of the following volunteer programs: Foster Grandparent Program, Senior Companion Program, Peace Corps, VISTA (Volunteers in Service to America), RSVP (Retired Senior Volunteer Program), and SCORE (Service Corps of Retired Executives). NOTE: The organizations listed above are administered under the federal government's volunteer programs. KEY QUESTIONS: How do these organizations help senior citizens feel useful? What other volunteer programs are located in the local area?[B] [C]
	Use Teaching Aid 15, Volunteer Opportunities, to lead a class discussion on volunteer work available for the elderly. Ask students to look for these agencies in the telephone book and make a list of local branches.[B]
2. Paid work	Lead a class discussion regarding reasons that elderly persons may return to the work force. Include the desire to be productive, the need for money, and the need to escape boredom. Point out that many elderly people who return to the work force prefer part-time employment.
	Invite a speaker from a local employment agency to talk with the class about part-time and full-time employment opportunities for elderly persons in the community. Have students prepare questions prior to the talk. Instruct students to write brief summaries of the facts presented by the speaker. NOTE: If possible, obtain a speaker from Mature Temps, an employment service specializing in temporary job placements for people with mature work attitudes.[B] [C]
	Have students interview elderly persons about the burdens or financial problems created by having a fixed income during the later years of life. Have students report their findings to the class. Lead a class discussion regarding how a fixed income might contribute to malnutrition, inadequate housing, immobility, inability to pursue interests and hobbies, and inability to obtain needed health care. KEY QUESTIONS: Did any of the persons interviewed make up the difference in their Social Security benefits and actual costs of living with income from part-time jobs, new careers, or production and sale of hobby or craft items? What burdens or financial problems resulted from having a fixed income?[C]
	Ask each student to interview an elderly person concerning her or his skills, hobbies, and interests. Have students report information gained from the interviews to the class. Lead students to brainstorm and list entrepreneurial businesses that an elderly person could begin using his or her skills and interests.[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Training	Ask students to bring to class newspaper or magazine articles about older citizens who have entered or returned to college for training. Have students give brief summaries of the articles in class. Lead a class discussion regarding other types of training that senior citizens could obtain in your local community or area. Include computer courses and art, hobby, and craft classes.[C]
E. Roles of the elderly, their status, and contributions in various cultures	Ask students to write short papers describing themselves as elderly persons. Have them include information on what roles they will play within the family, the church, and the community and what they think a typical day in their lives will be like. Ask the students to conclude the papers by defining what they feel will be their attitudes about life. CRITICAL QUESTIONS: What type of person do you think you will be when you are elderly? How do these perceptions of yourself as an elderly person compare to how you presently view elderly individuals?[B] [C]
	Ask students to consider what roles their grandparents and older relatives play in their families. Have the students reflect on how this will influence their roles when they become elderly. KEY QUESTIONS: Who are our role models? What type of role models do you have? How may society change? How may changes in society affect your role as an elderly person? as an elderly family member?[C]
	Invite three elderly persons from three different cultures to talk about the roles and status of the elderly in their cultures. Have the students prepare written questions in advance. Questions should include the following: How does your role and status differ from that of your parents when they were elderly? Was this traditional in your culture? Have traditions regarding the elderly changed in your culture? Why?[B] [C]
	Invite visiting foreign students enrolled in your school to speak to the class regarding the roles, status, and contributions of elderly citizens in their countries. Ask students to prepare written questions prior to the class. Students may ask the speakers the following questions: What is the average age of retirement in your country? Where do older family members live? What kind of care is provided for the frail elderly? Who pays for this care?[B] [C]
F. Services for the elderly 1. Types of services	Invite representatives from local, state, and federal agencies to present a panel discussion on services available for the elderly. Have students prepare questions in advance. Following the panel discussion, ask students to write papers about the advantages and disadvantages of each service discussed.[B] [C]
	Lead a class discussion on Teaching Aid 16, Services Available for the Elderly. Explain that some services are performed by

volunteers while others are provided for a fee. Have students research and add to the list local services available for the elderly. Instruct students to determine which services are performed by volunteers and which services are provided for a fee.

Have the students write an advertisement, public service announcement, or publicity brochure to tell about a specific service or agency that provides services for the elderly. CRITICAL QUESTIONS: How can elderly persons find out about services? What role does a caregiver of the elderly play in finding out about services?[B]

2. Evaluation of services

As a Student Occupational Activity, have students read about, call, or visit three different types of businesses to investigate and evaluate senior citizen discounts. Have the students develop a chart using the information obtained. The chart should include the names of the businesses, the amount of the discounts, the age requirements, the number of senior citizens who take advantage of the service, and the length of time the service has been offered. KEY QUESTIONS: Why do businesses offer senior citizen discounts? What do the businesses gain? Do many senior citizens take advantage of available discounts? Why?[B] [C]

Lead a class discussion regarding how to evaluate services for the elderly. Point out that the local Better Business Bureau may be able to provide information on the reliability of businesses that provide services to the elderly. KEY QUESTIONS: What factors should be used to evaluate services for the elderly? How can one determine if a service is reliable?[C]

G. Effects of laws related to health of the aging

Divide the class into groups. Ask each group to research and make a list of laws or agencies affecting the elderly. Have the groups report to the class on the main impact of the laws and the roles of the agencies. KEY QUESTIONS: What are the main laws affecting the elderly? What government agencies deal with the elderly?[B]

Have students define *advocacy*, *AARP*, *Silver Hair Legislature*, and *Gray Panthers*. KEY QUESTIONS: What are the membership costs or dues of these organizations? What are the benefits of membership? What is the criteria for membership? Why do the elderly need advocates? What are the advantages of advocacy groups as compared to individual action? Do the elderly need advocates more than other groups? Why? Are members of the Silver Hair Legislature elected or appointed?[C]

Lead a class discussion on reasons for having legislation to protect the elderly. Include in the discussion the demands presented by the growing population of elderly persons, the need to protect the

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	elderly against consumer fraud, and the need to protect the elderly from abuse. Have the students write position papers on pending legislation affecting the elderly. Current topics can be found in magazines such as *Modern Maturity* or by contacting a representative of Gray Panthers, AARP, or the office of a state or federal congressional or legislative representative.[B] [C]
H. Considerations for planning and providing care for aging individuals	Using Teaching Aid 16, Services for the Elderly, and Teaching Aid 14, Phases of Retirement, lead a class discussion regarding services that may need to be provided to elderly parents and/or other elderly family members. Have students indicate which services they would be willing and able to provide and which services they would pay someone else to provide. Assign students to read about types of retirement housing. Lead a class discussion on factors affecting retirement housing decisions. Include decisions made by the elderly and decisions made for the elderly. Types of retirement housing include condominiums, private homes, apartments, retirement villages, and nursing homes. Living with a sibling or a child should also be included as a possible housing option for the elderly. Include in the discussion the cost and location of each type of housing. KEY QUESTIONS: What factors should be considered when choosing retirement housing? What type of housing should an elderly person with limited mobility choose?[B] Have each student assume that a grandparent or other elderly relative is coming to live with the family. Based on this premise, have the students determine the following: 1) Where in the home will the elderly person live? 2) Will the space be furnished with the elderly person's own furnishings and belongings? 3) What will be done with excess furnishings? 4) If necessary, what type of care schedule will be planned for the elderly person? 5) What will the family do to involve the elderly person? 6) How will the family's daily routine be altered to include the elderly person? Ask students to report to the class. KEY QUESTIONS: Will remodeling of space be necessary? What will the costs be? Will everyone in the family, including the elderly person, have a place for privacy? What conflicts may arise as a result of an elderly person moving into the home?[C]

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT IV

COMPETENCY:

(m.4) *Concepts and skills related to family adjustment.*

SUB-COMPETENCIES:

(A) *Describe coping/adjustment strategies for individuals and families of the elderly and handicapped.*

(B) *Discuss nutrition, clothing, housing, and health needs caused by emotional, intellectual, and/or physical impairments.*

(C) *Point out forms, causes, and preventive measures for abuse of elderly and handicapped family members.*

CONCEPTS

IV. Family adjustment
  A. Coping/adjustment strategies for individuals and families of the elderly and handicapped
    1. Coping skills

LEARNING AND EVALUATION EXPERIENCES

Have students use the dictionary to define *crisis*. Lead a class discussion relating this definition to families. Crisis is a major disruption of normal family functioning. Have students develop a list of events that would be defined as family crises. Ask students to include on the list crisis events in the following categories: loss of a member, addition of a member, demoralization (alcoholism, drug addiction, imprisonment, infidelity), and shifts in status (unemployment, disasters, war, sudden wealth, sudden poverty).[B]

Ask students to read selected resources for information on techniques for handling crisis situations. Techniques include organizing time and space, helping the family to work together, putting anger to work, keeping busy with a variety of activities, working out problems, and finding information that will help. Have students design bulletin boards titled, "Coping with a Crisis" that depict coping techniques. Students may place the bulletin boards in a display case for viewing by the entire school.[B] [C]

Lead a class discussion on the suggestions found on Teaching Aid 17, Helping in a Crisis. KEY QUESTIONS: Do people think clearly during a crisis situation? Why? Should major decisions be postponed until the crisis is under control? Why?

Have students look up definitions for the following terms: communication, verbal communication, nonverbal communication, empathy, sympathy, respect, listening, listening skills, and barriers to communication. CRITICAL QUESTIONS: Why is communication important in families? Why is communication

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

especially important in families containing members with special health needs?[C]

Show audiovisuals on family communication. Have students prepare written summaries of the communication skills used in the audiovisual. Lead a class discussion on how to promote better understanding within families. KEY QUESTIONS: What communication occurs between parents/guardians and children? between parents/guardians? How can communication among family members be improved? What communication problems occur among siblings? between parents/guardians and children? How can communication problems be avoided? What impact does a person with a special health need have on family communication patterns?[B] [C]

2. Family roles

Lead a class discussion on the various roles parents/guardians and siblings play within a family. CRITICAL QUESTIONS: What impact does a person with special health needs have on the roles of parents/guardians and siblings? Does the impact vary according to the role played by the person prior to development of the special health need?[C]

Use Teaching Aid 18, Questions a Sibling of a Child with a Special Health Need Might Ask, to review the questions and the possible answers that parents or other adults may need to discuss with children in order to prevent "left out" feelings. Ask students to complete this activity by answering the questions in a manner suitable for young children, school-age children, and teen-agers. KEY QUESTIONS: Why is it necessary to give siblings of children with special health needs answers to questions regarding the health of the sibling? How will the answers vary according to the ages of the siblings? What can the parents of children with special health needs do to help siblings accept necessary family adaptations?[C]

Have students read materials on ways to promote positive relationships among individuals in families containing members with special health needs. Have students identify negative behaviors and attitudes that may be avoided.[B]

Have students respond in writing to the statement, "changing what you can and accepting what you can't" as related to families with members having special health needs. KEY QUESTION: Why is it important to recognize and accept things that cannot be changed?[B] [C]

Ask students to read Teaching Aid 19, Special Health Needs Case Studies, that depicts examples of the wide range of responses or reactions that may arise from a family member having a special

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	health need. Lead a class discussion on the responses of the persons involved in each case study. KEY QUESTIONS: How do the reactions to the situations differ? Both situations are difficult, but what could be done to make them more manageable?[C]
	Have students view Teaching Aid 20, Family Crises: Physical Illness, Teaching Aid 21, Family Crises: Mental Illness, and Teaching Aid 22, Family Crises: Handicapped Child. Lead a class discussion on the information presented on the teaching aids. KEY QUESTIONS: Why is physical illness a crisis to a family? What can be done to ease a crisis situation? How is dealing with a handicapped child different from dealing with a physical or mental illness crisis?[C]
3. Hospitalization	Lead a class discussion on Teaching Aid 23, Patient's Rights. Ask volunteers to share experiences they or family members have had as patients in a hospital. Ask students to suggest ways to make a hospital stay more pleasant for the hospitalized person.[C]
	Invite early childhood specialists or persons from the medical community to make a presentation on how young children may respond to being in a hospital. Have students prepare questions prior to the presentation. KEY QUESTION: How can parents minimize the fears that a child may have about being hospitalized? CRITICAL QUESTION: If a child is reluctant about visiting a hospital, should she or he be encouraged to visit a hospitalized family member? Why?[C]
4. Physical care a. Monitoring temperature	Show students Teaching Aid 24, Temperature Facts, and lead a class discussion on normal and abnormal body temperatures. KEY QUESTIONS: What factors affect the body's temperature? What is the average body temperature? What is the best time of the day to take one's temperature? When is the temperature likely to be highest? lowest? In a home care situation, how should one keep track of a patient's temperature?[C]
	Exhibit different types of clinical thermometers and have students examine them. Lead a class discussion on the following: degree markings, mercury changes that occur when the temperature is taken, procedure for cleaning a thermometer, and method of reading a thermometer. Have volunteers take their oral temperatures. NOTE: Clean and sanitize the thermometer with alcohol after each use. Write down the readings for each student and compare to the abnormal, normal, and subnormal temperature ranges.
	Lead a class discussion on methods of taking a person's temperature. Methods are oral, rectal, and axilla (underarm). KEY QUESTIONS: How does one decide which method to use to take

a person's temperature? Which method provides the most accurate reading of body temperature? How long should a thermometer be left in place? At what level(s) can temperatures be damaging to the body? In home care, how often should a temperature reading be taken? What is the best type of thermometer for home use?

Have students read Teaching Aid 25, Taking a Patient's Temperature. Give each student a copy of Teaching Aid 26, Reading a Thermometer. Have students practice accurately reading thermometers. Answers to Teaching Aid 26 are as follows:

1) 104.2
2) 97.0
3) 100.6
4) 101.4
5) 98.2

KEY QUESTIONS: Which reading(s) are abnormal? Which reading(s) are subnormal? Which reading(s) are normal?[B] [C]

b. Monitoring pulse rhythms and rates

Have students read references about the pulse and normal pulse rate ranges. Lead a class discussion on the meaning of pulse and pulse rates. Point out the variance of pulse in relation to the time of day, previous activities, physical condition of the person, weight of the person, and age of the person. KEY QUESTIONS: What is the normal pulse rate for adults? teenagers? infants? What factors influence the pulse rate? What causes the pulse rate to increase temporarily? What causes the rate to decrease temporarily? Why is the pulse rate important? How much of an increase or decrease in the pulse rate of a home care patient should cause concern?[B] [C]

Demonstrate how to count heartbeats to take the pulse rate. Ask students to place their right forefingers between the tendons and wrist bone of their left arms so that the pulse of the arteries can be felt. Have them count their pulse beats for fifteen seconds and multiply by four. Lead a class discussion on other places on the body where the pulse can be taken, such as the sides of the neck, lower jawbone, in front of the ear, and near the groin. Point out that the pulse also provides information about the strength and rhythm of the heart. KEY QUESTIONS: What is the pulse? What is the pulse rate? CRITICAL QUESTION: Which types of physical conditioning can improve the condition of the heart and give one a stronger, slower pulse?[C]

Have students keep a three-day chart of their pulse rates at the following times: as soon as they wake up in the morning (resting heart rate), after strenuous exercise, after a stressful class or mental workout, after eating, and before going to bed. As a class, have students make generalizations about the pulse rates taken at the various times. KEY QUESTIONS: What was the difference in actual beats per minute among the students' pulse rates? Was the

pulse in a normal range for each of the students? How might the time of the day and/or the activity affect a person's pulse rate?[B] [C]

c. Monitoring respiration

Have students read information on respiration. Lead a class discussion regarding respiration and respiration rates. KEY QUESTIONS: What is respiration? What role does respiration play in the body? How do respiration rates differ for men, women, children, and infants? What factors may change the respiration rate? (Factors include age, exercise, emotional stress, lung disease, drugs, anesthesia, fever, shock, pain, and disease or injury.) What effect does fever have on the respiration rate? What is hyperventilation? What should be done for a person who is hyperventilating?[B] [C]

Lead a class discussion on Teaching Aid 27, How to Monitor Respiratory Rates. NOTE: To assure that one is breathing normally, perform the procedure when she or he is unaware that respiration is being monitored. It is recommended to check the respiration rate immediately after taking the pulse while still touching the pulse point. CRITICAL QUESTIONS: Why is it important to monitor a person's respiration? Why is it best to monitor a person's respiration without his or her knowledge?[C]

d. Monitoring blood pressure

Have students read resources on blood pressure. Lead a class discussion regarding blood pressure, ranges of blood pressure, and blood pressure readings. KEY QUESTIONS: What is systolic pressure? diastolic pressure? What is the normal blood pressure range for adults? for teens? How do rates differ between men and women? How often should one's blood pressure be checked? When should one's blood pressure be checked? What factors can lead to a false blood pressure reading?[B] [C]

Invite the school nurse to visit the class and take each student's blood pressure. The nurse should explain high and low pressure readings and how a person can help return blood pressure to normal. Ask the students to prepare questions prior to the visit for the nurse to answer. Have students turn in written summaries of information gained from the presentation. KEY QUESTIONS: What is high blood pressure? What is low blood pressure? What causes high and low blood pressure to exist? How can an individual control high or low blood pressure? What is hypertension? What is hypotension? What are the dangers of hypertension and hypotension? What is considered the normal blood pressure for the students' age group?[B] [C]

As an FHA/HERO activity, have students organize a blood pressure clinic for teachers and students. The blood pressure clinic could be held during the lunch hour. In addition to blood pressure

checks, the clinic could provide teachers and students with pamphlets containing information about blood pressure.[C]

e. Administering medications

Have students read Teaching Aid 28, Do's and Don'ts for Medications. Lead a class discussion regarding the information presented on the teaching aid. Include possible reasons for each "do" and "don't." KEY QUESTIONS: Why is it important to know how to take and give medications? Why must the doctor know about all medications that a patient is taking? What are some additional do's or don'ts?[B]

Set up an exhibit of empty containers of common over-the-counter (OTC) and prescription drugs. Lead a class discussion regarding the general differences between over-the-counter and prescription drugs. KEY QUESTIONS: Where should most medications be stored? Why should one read and follow label directions on prescription and over-the-counter drugs?

Have students read information about brand-name and generic prescription drugs. KEY QUESTION: What are the differences in brand-name and generic prescription drugs? CRITICAL QUESTIONS: How does one decide whether to purchase generic or brand-name drugs? How is a doctor involved in the decision? a pharmacist?[B]

As a Student Occupational Activity, ask students to volunteer to research the costs of prescription drugs. Provide a list of common prescription drugs and have each student select three. Instruct each student to visit or telephone two pharmacies and collect price information on the generic and brand-name versions of the drugs. Have the students report to the class. Compare the reports and lead a class discussion based on the findings. KEY QUESTIONS: Which were more expensive, brand-name or generic drugs? Did prices for the same drugs vary among pharmacies? Were prescription drug prices on display in the pharmacies visited? Were pharmacists willing to divulge price information? What comments did the pharmacists make concerning prescription and generic drugs? CRITICAL QUESTION: Would you recommend that individuals purchase generic or brand-name prescription drugs? Why?[B]

Invite a pharmacist to give a presentation to the class on various aspects of medications. The presentation could include the purchase and use of over-the-counter (OTC) and prescription drugs, drug/food interactions, side effects of common medications, safety guides to practice when using medications, emergency procedures to follow in case of overdose, and procedures for disposing of outdated medication. Before class, have students prepare questions for a question and answer period.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	KEY QUESTIONS: Why is it dangerous to take another person's prescription drugs? What are the dangers of taking several drugs at once if one is not specifically instructed to take them in this manner? Why should medicine be taken as instructed? Who can one call with questions about medicine? Should one read the directions before taking medications? Why?[C]
f. Making beds	Invite a local nurse to demonstrate correct procedures for making an occupied and an unoccupied hospital bed. Ask students to prepare questions prior to the demonstration. Have students prepare written summaries of the information presented during the demonstration. KEY QUESTIONS: What supplies are needed to make the bed? What is the purpose of each item? Why is it important that the bed be made properly? How can one feel more confident in making a patient's bed? What safety precautions must one take while making an occupied bed?[B] [C]
	Conduct an enrichment experience on bed making. Have students practice bed making techniques (including mitered corners) on a hospital bed or on their own beds at home. Have students demonstrate their ability to properly make occupied and unoccupied beds.
g. Providing for patient hygiene	Lead a class discussion on the importance of personal hygiene for a sick person. Have students suggest the types of personal hygiene activities a caregiver may be responsible for providing to a patient. Patient hygiene includes washing hands and face, shaving, brushing teeth, combing hair, giving bath, and caring for hands, feet, nails.[C]
	Ask students to work in groups to research and give oral reports/demonstrations to the class. Assign each group one of the following topics: bathing, shaving, hair care, nail care. Each group should find information about their topic and plan a presentation that includes the purpose of the assigned personal hygiene procedure, benefits to the patient, information on methods that may be used to perform the procedure, and a display of supplies needed. All members of the group should be involved in the research and in the presentation to the class. NOTE: Allow students about one week of preparation time before the class reports are scheduled.
h. Physical care	Lead a class discussion regarding the benefits a patient receives from a back rub. Benefits include the stimulation of circulation, the relaxation of tense muscles, and conditioning of the skin with lotions. Show students Teaching Aid 29, How to Give a Back Rub. Lead a class discussion on the proper techniques for giving a back rub. Emphasize the importance of using lotion on dry skin. Explain how to warm the lotion by placing it in the hands and

rubbing the hands together before applying. Point out that the caregiver giving the back rub needs to be in a comfortable position to avoid strain. KEY QUESTIONS: Why should one rub in a circular motion? Why are back rubs important to home care patients?[C]

Have students read resources on the causes, prevention, and treatment of bedsores. Lead a class discussion on bedsores. Point out that places where pressure is exerted on bony protuberances of the body are often the location of bedsores. Bedsores can be caused by lying in one position too long and by the pressure exerted on the skin by casts, splints, or other bandages. Places to check for signs of bedsores are the knees, heels, ankles, toes, spine, shoulder blades, elbows, ears, and breasts. Places to look on obese patients include areas where body parts rub together, such as under the breasts, between folds of the buttocks, and where the thighs rub together. These pressure points are covered by only a thin layer of skin and have poor circulation caused by the extended pressure from body weight. KEY QUESTIONS: Why is early detection of a bedsore important? What can result if bedsores are not treated? CRITICAL QUESTION: Why would the treatment for bedsores on a diabetic patient be more critical and complicated than for other patients?[B] [C]

Set up a display of equipment and devices that help prevent bedsores by reducing pressure on the skin. Show various protective materials that provide relief to pressure points. Protective materials include sheep skin, spongy cushions, and air mattresses. Lead a class discussion on Teaching Aid 30, Guidelines to Help Prevent Bedsores. KEY QUESTIONS: To prevent bedsores, how often should one turn a patient? What should a caregiver do if signs of a bedsore are noticed? If bedsores do develop, who should one contact? How can a home care patient help in the prevention and detection of bedsores?[C]

Have the students do simple exercises for the feet. Foot exercises that could be used with patients include the following:

1) From a sitting position, hold both legs out and flex and point the feet. Repeat ten times.
2) Raise and lower the arch (make a bridge). Repeat ten times with each foot.
3) Flex the ankles by making a circle in the air with the toes. Repeat ten times with each foot.
4) Keeping toes on the floor, raise and lower the heels. Repeat twenty times

KEY QUESTIONS: How do exercises make the feet feel? Why is exercising the feet beneficial to a patient? How does foot care benefit the patient? (Foot care lessens the chance of infection and aids circulation.) What guidelines should be followed in caring for

a patient's feet? How often should foot care be administered? How can a home care patient assist in the foot care process?[C]

Invite a physical therapist to class to explain physical therapy exercises for various illnesses, diseases, orthopedic rehabilitation, and other health problems. Ask the speaker to explain that routine exercise prevents shortening or distortion of muscular tissue due to spasms or scars and prevents paralysis of a muscle that acts in opposition to a contracting muscle. Ask the physical therapist to lead the students in active and passive exercises that could be used by caregivers. Distinguish between active range-of-motion exercises done by the patient and passive range-of-motion exercises done by the caregiver. Have the students write down questions while the speaker talks. KEY QUESTIONS: What is the purpose of patient exercise? Are there specific types of exercises for specific problems?[B] [C]

Have the students choose partners and practice passive exercises. Partners should take turns being the patient and caregiver.[C]

i. Patient transfer

Have students study Teaching Aid 31, Transferring A Patient. Lead a class discussion on the need to help the patient sit up, stand, and then sit down in a chair. Position a bed or low table and a chair in order to demonstrate the procedure. Have a student read each step on the teaching aid aloud as one student acts as the caregiver and another student acts as the patient. Allow other students to duplicate the process. KEY QUESTIONS: Why is it important to know one's own patient-handling capabilities? What should be done when the patient is very large in comparison to the caregiver? Why should the caregiver be aware of his or her own posture and stance? What feeling or state of mind does a patient have when he or she is allowed to use his or her own capabilities and strengths? Why is it important for the patient to have confidence in the caregiver? What can the home care patient do to assist with the patient transfer process?[B]

5. Terminal illness

Write the words "terminal illness" on the chalkboard. Give a strip of paper to each student. Ask the students to write down their emotional reactions when they first see the words "terminal illness." Put the strips of paper on the bulletin board and review the emotions. Lead a class discussion regarding the ways in which a terminal diagnosis can affect the individual and the family. KEY QUESTIONS: What does terminally ill mean? Who does a terminally ill diagnosis affect? What reactions might a terminally ill person experience first? What reactions might family members experience first?[C]

Have students imagine that a family member has been diagnosed as having a terminal illness. The doctor projects that the patient has

about one year to live. KEY QUESTIONS: What psychological or emotional needs must be fulfilled in order to better cope with the terminal illness of a family member? How might one help an ill family member learn to live with prolonged, unpleasant treatments? How can self-help activities help a terminally ill individual keep her or his self-esteem? Why should one avoid being overly protective of a terminally ill family member? How might one support the terminally ill family member with love and kindness? What organizations for the terminally ill are located in the community? What are the advantages and disadvantages of permitting a person to die in the home rather than in the hospital?[B] [C]

Instruct each student to read a nonfiction book about a person who is suffering from a terminal illness. The school librarian can help the students make appropriate selections. Have the students turn in a written book report and give a brief oral book report to the class. NOTE: The public library may have a larger selection of this type of book than the school library.[B] [C]

Have the students define the term *hospice*. A hospice is a concept of care for the terminally ill and their family members with a focus on preventive pain management and symptom control. This care is delivered through an interdisciplinary team who address physiologic, psychosocial, spiritual, and economic issues. Invite a representative of a local hospice to speak to the class. Have students prepare written questions to ask the speaker.[B] [C]

Lead a class discussion on the term "support group." Explain that support groups help families and terminally ill persons cope with illness and death. Stress that the family members are the major support group. Have the students list on the chalkboard ways to find a support group and sources that provide information about support groups.[B] [C]

6. Death

Have students use resource materials and prepare written definitions of the following terms:

1) Bereavement (to deprive, especially by death)
2) Grief (sorrow, regret, or keen distress that follows a loss)
3) Mourning (overt behavior that expresses grief)
4) Survivors syndrome (feeling that the survivor should have been the one to die)
5) Death (the legal definition)
6) Euthanasia
7) Will
8) Heirs[B]

Invite an attorney to speak to the class on wills. Have students prepare written questions in advance. KEY QUESTIONS: When

should a person prepare a will? What are the advantages of having a will? What does the term "intestate" mean?[B] [C]

Have students review Teaching Aid 32, Stages of Grief Experienced by a Terminally Ill Patient. Lead a class discussion regarding how different persons may exhibit the stages of grief. KEY QUESTION: Why is it good for terminally ill patients to go through the stages of grief?[C]

Have students review Teaching Aid 33, What To Say and Do. Divide the class into groups and have each group read Teaching Aid 34, Bereavement Case Studies. Ask each group to list ways that friends and relatives can ease the bereavement period in each case study. Have each group elect a representative to share the group's list with the class.[B] [C]

Lead a class discussion on Teaching Aid 35, Myths about Bereavement. Have students read and determine appropriate responses to the case studies included on the teaching aid.[C]

Divide the class into groups. Have each group react to the process of illness, death, burial, and living without a family member. Students should consider how they would handle the following after the death of a family member:

1) Preparing meals
2) Completing household tasks
3) Obtaining child care
4) Making funeral arrangements
5) Probating the will
6) Changing names on bank accounts and loans
7) Filing insurance claims
8) Arranging for disposition of personal possessions

CRITICAL QUESTIONS: Would you feel differently if a person died suddenly rather than following a lengthy illness? Why? Would you feel differently if a close relative died? Why? Does suicide affect one differently than a death by natural causes? Why?

Obtain the pamphlet titled "Information on Planning Funerals" from the Better Business Bureau. Lead a class discussion regarding how to be a wise consumer of funeral services. Arrange for students to tour a local funeral home or mausoleum. Have the students prepare questions to ask about the services provided and the costs of those services. Have students write summaries of information obtained on the field trip. KEY QUESTIONS: What is the average cost of a funeral? What is the range of costs of a funeral? What are the policies and procedures of the funeral home? Is a more expensive funeral better? Why? What are factors to consider when planning a funeral? What legal paperwork is required to complete the funeral plans?[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Nutrition, clothing, housing, and health needs caused by emotional, intellectual, and/or physical impairments 1. Nutrition needs	Place a meal that looks dull on a tray. Choose foods that are the same color or texture. Do not use any ornamentation on this tray. Show the tray to the students. On one side of the chalkboard, have a volunteer write descriptive words the students use to express their views of the meal. Next place a meal that looks appealing on a tray. Vary the color of the food, use a colored, well-folded napkin, place a vase of silk or real flowers on the tray, and garnish the food plate with parsley or lemon slices. On the unused side of the chalkboard, the volunteer should write descriptive words given by the students about this meal. Lead a class discussion on the significance of serving nutritious meals in an appealing manner. KEY QUESTIONS: If one were sick, which meal would most likely be eaten (assuming that all foods are liked on both trays)? What makes the second meal more appetizing? How might food that is attractively served contribute to increased consumption of nutrients? What can be done to help improve the nutrition and the appearance of the food for a long-term patient?[C] Ask students to use references to review the five food groups, the number of recommended servings per day, and the calories needed by persons with special health needs. Lead a class discussion on the process by which certain vitamins and minerals obtained from foods help replenish the white blood cells that fight infection and strengthen the immune system. Other topics that may need to be reviewed include the following: absorption, food sources that provide each vitamin, the specific functions of each vitamin, and water soluble and fat soluble vitamins. KEY QUESTIONS: Why is it important to serve foods from each food group? From what foods can iron be obtained? What do carbohydrates do for the body? Why is it advisable to eat a variety of foods rather than to fall into a routine food consumption pattern?[B] [C] Have students read information in references on special diets. Lead a class discussion regarding the types of special diets that a patient may require. Special diets include liquid, soft, bland, diabetic, fat restricted, sodium restricted, and calorie restricted. Show students Teaching Aid 36, Comparison of Special Diets. Ask students to prepare diabetic and sodium-restricted variations based on the regular diet shown on the teaching aid. KEY QUESTIONS: How does the soft diet differ from the regular diet? How does the calorie-restricted diet differ from the regular diet? How does the bland diet differ from the regular diet? How does the fat-restricted diet differ from the regular diet? Why is it important to keep a patient on the diet the doctor recommends? How can a caregiver help a patient enjoy a special diet?[B] [C] Ask students to work in small groups. Assign each group a type of special diet. Have each group plan a one-week menu for a patient following their assigned diet. Remind students of the

principles of meal planning and the added importance of having attractive foods for persons on special diets. Have each group elect a representative to describe their diet to the class.[C]

2. Clothing needs

As a Student Occupational Activity, ask students to compare the amount of time their grooming activities take to that of persons with special health needs. Ask students to keep a two week daily/weekly record of time persons with special health needs spend on grooming activities. The students could interview the persons once each week about how much time they spent on activities such as dressing, caring for clothing, and grooming. At the same time, the students should keep a personal daily/weekly time record of the amount of time spent on the same grooming tasks. At the end of the two week period, have students compare their records with the records of the persons with special health needs. KEY QUESTIONS: Which daily task requires the most time for the persons with special health needs? Can the amount of time spent on this task be reduced? How? How do the time records compare?[B] [C]

Have students view Teaching Aid 37, Clothing Adaptations. Lead a class discussion about clothing designs or adjustments that could be made to help a handicapped person ease the task of dressing. Obtain alteration prices from a department store or dry cleaner and figure the costs involved in making the suggested clothing adaptations. KEY QUESTIONS: Do any manufacturers make ready-to-wear clothing for the handicapped? Who could be hired and what would it cost to make clothing adaptations?[B] [C]

Lead a class discussion regarding clothing adaptations that can be made to help some persons with special health needs feel comfortable and fashionable. Adaptations include the following:

1) Front fasteners on underwear
2) Large openings in the neck area
3) Hook-and-loop fasteners
4) Longer length zippers
5) Special fabrics

KEY QUESTIONS: What types of clothing would be best for a person with a special health need? How can a family member who sews make clothing adaptations and save money for the family?[C]

3. Housing needs

Show students Teaching Aid 38, Housing Adaptations. Lead a class discussion on the suggestions for adapting basic rooms. Ask one or two students to research and estimate the costs of making the adaptations. Ask the students to report their findings to the class. KEY QUESTIONS: Are any of the adaptations expensive? Which rooms may require the most adaptations? Will the kind and number of adaptations depend on the type of handicap? Why?[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students suggest adaptations for existing rooms in their homes to facilitate the care of individuals with selected special health needs. Students could work in groups to develop a list of design principles related to special health needs and then apply the principles to adapting a space. Have students present their adaptation suggestions to the class.[B] [C]
	Have students view an audiovisual on the housing needs of persons with handicapping conditions. KEY QUESTIONS: What housing changes may need to be made for persons with various types of handicapping conditions? What changes can easily be made to most homes? Which changes can be made with little or no costs? Why?
4. Health needs	Have students read various catalogs and newspaper advertisements and identify devices that will assist a person with a special health need in becoming more independent. KEY QUESTIONS: Can any of the products identified be constructed for less money? What items can be used that are currently in the home?[B] [C]
	Have students read newspaper or magazine articles related to short-term and long-term health problems. Students should analyze the articles for changes that occurred in the health problem, the adjustments made as a result of the health problem, and the impact the health problem had on the family. KEY QUESTIONS: What alternative adjustments could have been made? What factors influenced the family's ability to cope?[B]
	Invite handicapped students from local schools to share their experiences regarding accessibility to facilities and other problems they encounter when attending school. Have students prepare written questions for the speakers to answer.[B] [C]
	Lead a class discussion regarding the need for changes in daily routines when a family member with a short-term handicap is cared for in the home. Ask students to identify aids and adaptations helpful in caring for the handicapped at home. KEY QUESTIONS: What handicaps can be classified as short-term? What are characteristics of a temporary handicap? How can the use of aids and adaptations help keep a handicapped individual comfortable? What community resources can help one secure aids and adaptations?
	Have students read resources on alternatives to home health care. Lead a class discussion regarding the alternatives to home health care of adults and children. Alternatives include nursing/sitting services, retirement facilities, nursing homes, hospital care, and institutional care. KEY QUESTIONS: Which health care

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	alternative is the least expensive? most expensive? Which alternative would be the most difficult to find in the local area? What factors should be considered when choosing an alternative to home health care for an adult? a child?[B] [C]
C. Forms, causes, and preventive measures for abuse of elderly and handicapped family members	Have students define *family violence*. Family violence includes child abuse, spouse abuse, and elderly abuse. Lead a class discussion regarding the different types of abuse. Include emotional, social, mental, and physical abuse. Ask students to cite specific examples of each type of abuse. Lead a class discussion on intentional versus nonintentional abuse, physical versus nonphysical maltreatment, acts of omission versus acts of commission, and the variety of acts that in specific settings may be considered abusive.[C]
	Have students find newspaper articles on abuse of the elderly and handicapped. Have students share the articles in class. KEY QUESTIONS: What seemed to be the cause of the abuse? What were the results of the abuse? How could the abuse have been prevented? What were the legal results?[B]
	Ask students to read resource materials on neglect and abuse. Have students define the following terms: neglect, abuse, passive neglect, active neglect, mental anguish, material abuse, medical abuse, and self-abuse. KEY QUESTIONS: Why is it important to know the definitions of these terms? Which type of abuse is most likely to occur? least likely? How is abuse detected? Who is most likely to recognize abuse in an elderly or a handicapped person? What can be done to help prevent abuse?[B] [C]
	Lead a class discussion regarding the recognition of signs of abuse. Signs of abuse include avoidance of touch, changes in behavior, loss of appetite, regression, aggression, crying, and indirect hints. KEY QUESTIONS: What should be done if signs of abuse are observed? What are the causes of abuse?
	Have students view an audiovisual about types of abuse. Students should prepare written summaries of the information presented in the audiovisual. KEY QUESTIONS: What are the causes of abuse? What can be done to raise awareness of abuse? What can individuals do to prevent abuse? How can what you are learning about abuse be applied to future situations?

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY:

(a.7) *Analyze concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

(a.2 A) *Identify employment opportunities and preparation requirements in the chosen field.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS

Career options and adjustments
- A. Personal characteristics needed for special health need services careers
  - a.2 A Employment opportunities and preparation requirements

LEARNING AND EVALUATION EXPERIENCES

Have students complete Teaching Aid 39, Personal Inventory: Characteristics Leading to Career Success. KEY QUESTIONS: Which characteristics do you possess? Which characteristics need improvement?[B] [C]

Ask students to assume that they are employers in any field. Have the students suggest characteristics they would look for in an employee. Characteristics include honesty, cooperation, willingness to learn, initiative, dependability, loyalty, punctuality, enthusiasm, interest, courtesy, creativity, and adaptability.[C]

Ask students to name job opportunities related to working with individuals with special health needs. In order for students to discover additional job opportunities, provide classified ad sections of local newspapers. Include at least one newspaper from a large city. KEY QUESTIONS: What places in your area employ persons to work with individuals with special health needs? What are the principal duties of a person working with individuals with special health needs?[B] [C]

Have each student select one job that requires working with persons with special health needs. Have students research the jobs. Students should use a variety of resources, including

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	personal interviews with individuals employed in the field of special health needs. Have students share the findings of their research with the class. KEY QUESTIONS: What are the duties of the job? What are the advantages and the disadvantages of the job? What personal characteristics are desirable? What opportunities for advancement are available? What education and/or training is needed to be employed in the job? Where can training be obtained? What is the rate of pay?[C]
	Have students write letters of application for jobs in the field of special health needs. In the letters, students should describe the qualities that they possess that would make them successful employees in special health needs jobs.[B] [C]
	Have students write to professional organizations to obtain information about careers related to persons with special health needs. Have the students use the career information they receive to create a display table in the classroom. KEY QUESTIONS: What education is required for each job? Which colleges, universities, or trade schools in the area provide education for careers related to special health needs?[B] [C]
	Lead a class discussion on hobbies and volunteer activities that could provide preparation for a career in working with persons with special health needs. KEY QUESTIONS: How may hobbies and volunteer activities improve one's job skills and competencies? How can hobbies and volunteer activities help one choose a career?[C]
B. Management practices for individuals assuming multiple roles	Have students define the term *multiple roles*. Ask students to suggest the roles an individual may manage. An individual's roles may include those of employee, homemaker, spouse, parent, and student. CRITICAL QUESTIONS: How may roles conflict? How may roles complement each other? What can one do to make her or his roles more complementary?[C]
	Have students view Teaching Aid 40, Balancing Your Life. Lead a class discussion on the multiple roles that most people possess and how a balance between work and family life can be achieved.[C]
	Divide the class into two discussion groups, male and female. Appoint a moderator and a recorder. Ask each group to discuss the following questions: 1) How do you feel about a wife's working outside of the home? 2) What benefits does a family receive when the wife works outside of the home? 3) What problems are created when a wife is employed outside of the home?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	4) How do you feel about a single woman's working outside of the home? Ask the recorder from each group to summarize the group's ideas. Allow students to express their feelings and ideas regarding the shared answers. Point out that differences in values and feelings can lead to problems in coping with multiple roles.[C]
C. Demands and rewards of special health need careers	Lead a class discussion regarding the demands and rewards of careers requiring working with persons with special health needs. As demands and rewards are mentioned, have two student recorders list them under the appropriate heading on the chalkboard. CRITICAL QUESTIONS: Are the demands of working with persons with special needs different from the demands of other jobs? How? How can one cope with each of the demands listed on the chalkboard? Are the rewards mainly tangible or intangible?[C]
	Invite a panel of persons employed in various aspects of services for the elderly to speak to the class. Ask the participants to share the demands and the rewards they have discovered in their careers. Have students prepare written questions to ask the panel during a question and answer period. KEY QUESTIONS: How does your job affect your personal life and your family life? How do you cope with the demands of your job? Are the demands of your job mainly physical or emotional?[C]
D. Effective money management	Have students determine average salaries for entry-level, mid-management, and management positions in careers related to special health needs. Divide the class into groups. Assign each group a profile of a family. Families should be of different sizes. Have each group develop a budget at each salary level for their family. KEY QUESTIONS: What level of income is adequate for the family described? What standard of living could the family expect? Would the family's income level be adequate for a permanent situation or would it be strictly transitional?[B] [C]
	Lead a class discussion regarding budgeting and methods of reducing costs resulting from employment. Ways to reduce costs include the following: 1) Use public transportation rather than owning a personal vehicle or paying for parking at work. 2) Work for a company that provides uniforms. 3) Work for a company that is located close to home. 4) Work for a company that provides employee discounts. 5) Work for a company that provides child care. KEY QUESTIONS: How do techniques for reducing costs relate to the following quote: "A penny saved is a penny earned"? How can one's net earnings reflect increasingly good budgeting and money management practices?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Invite a personnel manager to speak to the class or utilize a company's employee orientation materials to determine types, definitions, and characteristics of employee financial incentives. Include bonuses, stock options, savings and profit sharing, promotions, retirement/pension plans, and credit unions. Divide the class into groups to play a password game. Give clues describing a specified financial incentive. Award points based upon the number of clues necessary to determine the incentive being described. Lead a class discussion regarding the effect financial incentives have on a family's income and budget. KEY QUESTIONS: Which financial incentives help provide for retirement years? Which financial incentives may be provided by small companies? large companies?[C]

TEACHING AID SECTION

Special Health Needs

Speech Impairments

Delayed Speech
Stuttering

Blood Disease/Disorder

Hemophilia
Hepatitis
Sickle Cell Anemia

Behavior Problems

Alcoholism/Chemical Dependency
Depression
Schizophrenia
Suicidal

Orthopedic Impairments

Loss of Limbs
Paraplegia
Quadriplegia

Cancer

Breast
Intestinal/Colon
Leukemia
Lung
Ovarian/Testicle
Skin
Stomach

Crippling and Neurological

Arthritis
Cerebral Palsy
Epilepsy
Muscular Dystrophy
Spina Bifida

Aging

Alzheimer's
Osteoporosis

Metabolic Disorders

Diabetes

Birth Related or Genetic

Autism
Down's Syndrome
Dwarfism
Gifted and Talented
Mental Retardation
Midget

Hearing Impairments

Deafness
Hard of Hearing

Dietary

Anorexia/Bulimia
Food Allergies
Obesity

Heart and Respiratory

Asthma
Arteriosclerosis
Cystic Fibrosis
Emphysema
High Blood Pressure
Stroke

Visual Impairments

Cataracts
Dyslexia
Glaucoma
Legally Blind
Partially Blind

Other

Brain Injury
Migraine Headaches

Immune System

AIDS

Are You Handicapped?

The first and most difficult problem of working with a handicapped person is getting the person to accept and understand that the handicap is a reality. It is difficult to recognize and accept a handicap or limitation. The following chart lists items often thought of as limitations/handicaps. Place a √ beside each item that applies to you. In the space provided, write a positive statement regarding the items you checked.

Awkward	
Bad reputation	
Color blind	
Drug dependent	
Emotionally dependent	
Female with only brothers	
Forgetful	
Hearing loss	
Imperfect eyesight	
Intolerant	
Low income	
Male with only sisters	
Minority	
Obese	
Oldest sibling	

Only child	
Painful joints	
Pessimist	
Poor locomotion	
Poor teeth or dentures	
Quick tempered	
Short	
Shy	
Sickly	
Significant weakness	
Stubborn	
Tall	
Unattractive	
Undereducated	
Unloved	
Youngest sibling	

Certain limitations and handicaps can be more or less serious depending on a number of factors including:

1. A person's attitude toward the limitation or handicap
2. A person's ability to recognize the limitation or handicap and work around it
3. The kind of work a person does
4. The presence of compensating strengths
5. How others and those in the culture react to a handicap

Support Organizations

- National Paraplegia Association
- American Association of Workers for the Blind
- National Institute of Mental Health
- American Heart Association
- Institute for the Crippled and Disabled
- The Arthritis Foundation
- American Diabetes Association
- National Association for Retarded Children
- American Hearing Association
- National Society for the Prevention of Blindness
- American Occupational Therapy Association
- National Association for the Deaf
- American Speech and Hearing Association
- American Cancer Society
- United Cerebral Palsy Association
- National Multiple Sclerosis Society
- Muscular Dystrophy Association of America
- Association for the Aid of Crippled Children
- National Epilepsy League
- National Rehabilitation Association
- Parkinson's Disease Foundation
- American Physical Therapy Association

Building Family Strengths

Characteristics of Healthy Families		
PATTERNS OF PROBLEM SOLVING	COMMUNICATION	ABILITY TO DISCUSS FEELINGS
ALLOCATION OF POWER	QUALITY OF PARENTAL RELATIONSHIP	FAMILY CLOSENESS
INTIMACY AND AUTONOMY	SHARED VALUES	BEING TOLERANT OF CHANGE

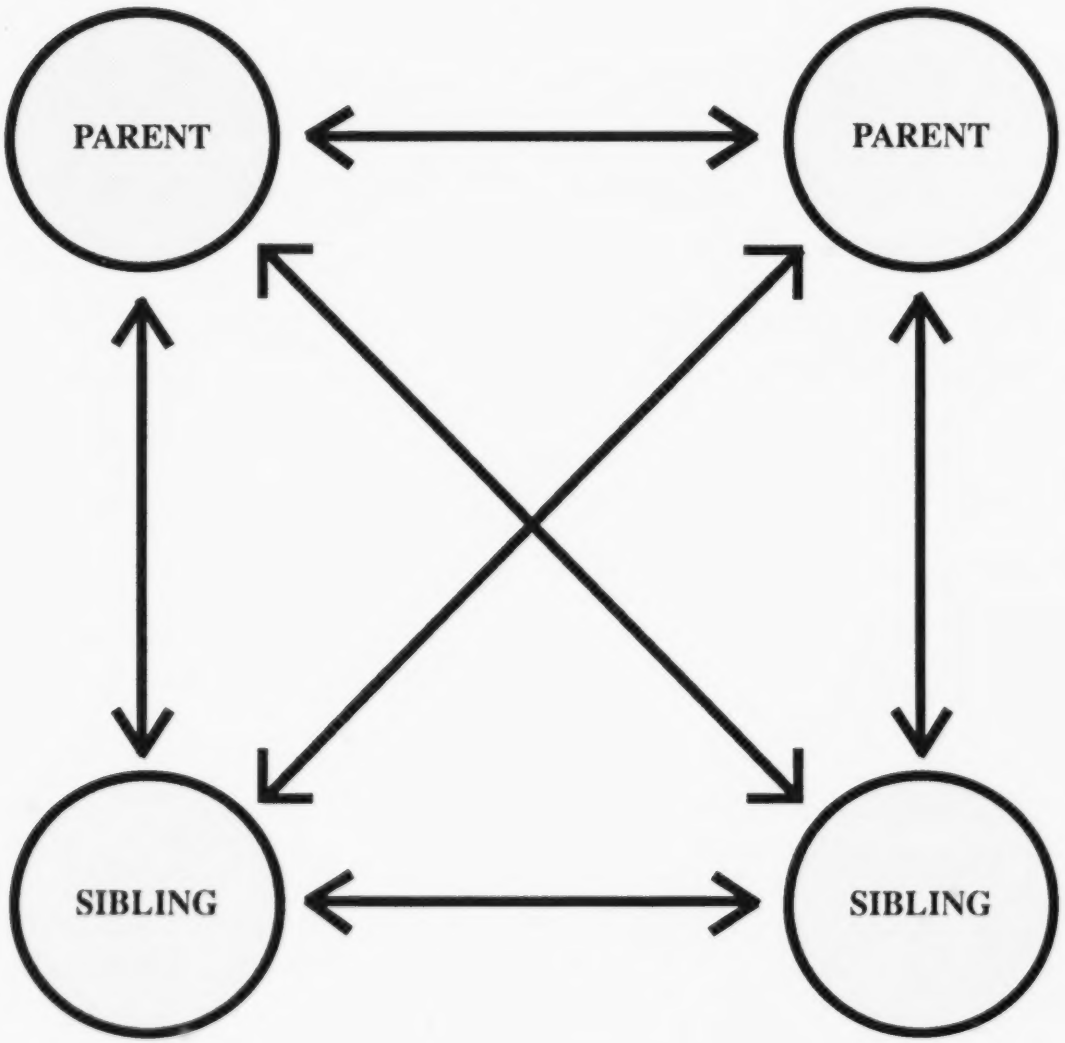
Source: Jerry Lewis. Dallas, Texas.

Patterns of Family Interaction

parent-parent

parent-child

sibling-sibling



Checking a School for Accessibility

✓ **Sidewalks**

Are there curb cuts to provide access to sidewalks?
Are sidewalks at least 48" wide?
Are sidewalks level, without irregular surfaces?
Is there a level area 5' by 5' adjacent to each door?

✓ **Ramps**

Are handrails present (32" high)?
Is the grade of the ramp more than a 1" rise in every 12' length?
Does the ramp have a nonslip surface in all types of weather?

✓ **Doors (including elevator)**

Is there an opening of at least 32" when the door is open?
Are floors level for 5' on both sides of the door?
Are thresholds low enough to cross easily?

✓ **Floor**

Do hallways, stairs, and class areas have carpeting or some other nonslip surface?

✓ **Toilets**

Is at least one stall 3' wide and 4' 8" deep with handrails 33" high?
Are toilet seats 20" high and are urinals 19" from the floor?
Are sinks, towel dispensers, mirrors, etc. 36-40" from the floor?

✓ **Water Fountains**

Are the controls hand operated?
Is the spout in the front of the unit?
Are they mounted 26-30" from the floor?

Source: B.B. Greer, J. Allsop, and J.G. Greer. "Environmental Alternatives for the Physically Handicapped." *Implementing Learning in the Least Restrictive Environment*. Austin, Tx: Pro-Ed., 1980.

Working with Persons with Special Needs

Persons with special needs may need extra understanding. The list below identifies some tendencies that persons with special needs may share. Not all persons with special needs share these traits.

May have feelings of worthlessness; must be helped to feel that family, teachers, and friends think of them as worthwhile persons

May lack pride and self-respect; can be overly aggressive or withdrawn

May not be realistic about what they can do; must be encouraged to live with their weaknesses and emphasize their strengths

May lack faith in themselves; need experiences that bring success

May have a fear or reluctance of taking responsibility; may be extremely dependent on family and friends

May not be emotionally mature enough to deal realistically with the future

May lack self-confidence because of insecurity caused by physical or learning disability

May be overly demanding of another's time

May have developed negative attitudes which affect the self-concept and hinder motivation

Alzheimer's Fact Sheet

1. There is no evidence that Alzheimer's disease is contagious.
2. Alzheimer's disease is associated with old age but is not an inevitable consequence of aging.
3. Alzheimer's disease is a condition of the brain, but it is not a form of insanity.
4. Biomedical research is in the early laboratory and experimental stages; consequently, there is no known cure for the disease.
5. A person who has Alzheimer's disease will experience both mental and physical decline. Memory and cognitive decline are characteristic of the earlier stages of Alzheimer's disease, but physical decline follows in the later stages.
6. The primary symptom of Alzheimer's disease is memory loss.
7. While Alzheimer's disease produces memory loss, not all memory loss can be attributed to this disease.
8. Other problems can mirror the symptoms of Alzheimer's disease. Many of these other problems are treatable. In particular, depression can cause disorientation like that experienced with Alzheimer's disease.
9. Medicine taken for high blood pressure can cause symptoms similar to those experienced with Alzheimer's disease.
10. Besides age, research has not indicated that any other demographic or ethnic patterns are consistently related to Alzheimer's disease. Both men and women are equally likely to have Alzheimer's disease.
11. Alzheimer's disease produces mental and physical decline that is eventually fatal; however, progression of the disease varies greatly among individuals.
12. The early and middle stages of Alzheimer's disease usually do not require institutional care.
13. There is no evidence that using aluminum cooking utensils, cookware, or foil causes Alzheimer's disease, although aluminum compounds have been found in the brain tissue of many patients. Such findings may simply be side effects of the disease.
14. There is presently no blood test that can determine with certainty that a patient has Alzheimer's disease.
15. Medicare generally pays only for short-term nursing-home care subsequent to hospitalization and not for long-term care. Medicaid can pay for long-term nursing-home care, but since it is a state-directed program for the medically indigent, coverage for Alzheimer's patients depends upon state regulations and on the income of the patient and family.

Exercise to Increase Heart Rate and Improve Fitness

You may use the chart below to find your heart rate target zone. The upper and lower pulse-rate limits of the target zone are conveniently provided in the form of ten-second counts. Exercising with pulse rates in the target zone, even at the low limit, can improve fitness.

Target Heart Rate Zone*

Age	Lower Limit	Higher Limit
10	25	30
15	24	29
20	23	28
25	23	28
30	22	27
35	22	26
45	20	25
50	20	24
55	19	23
60	19	23
65	18	22
70	18	21

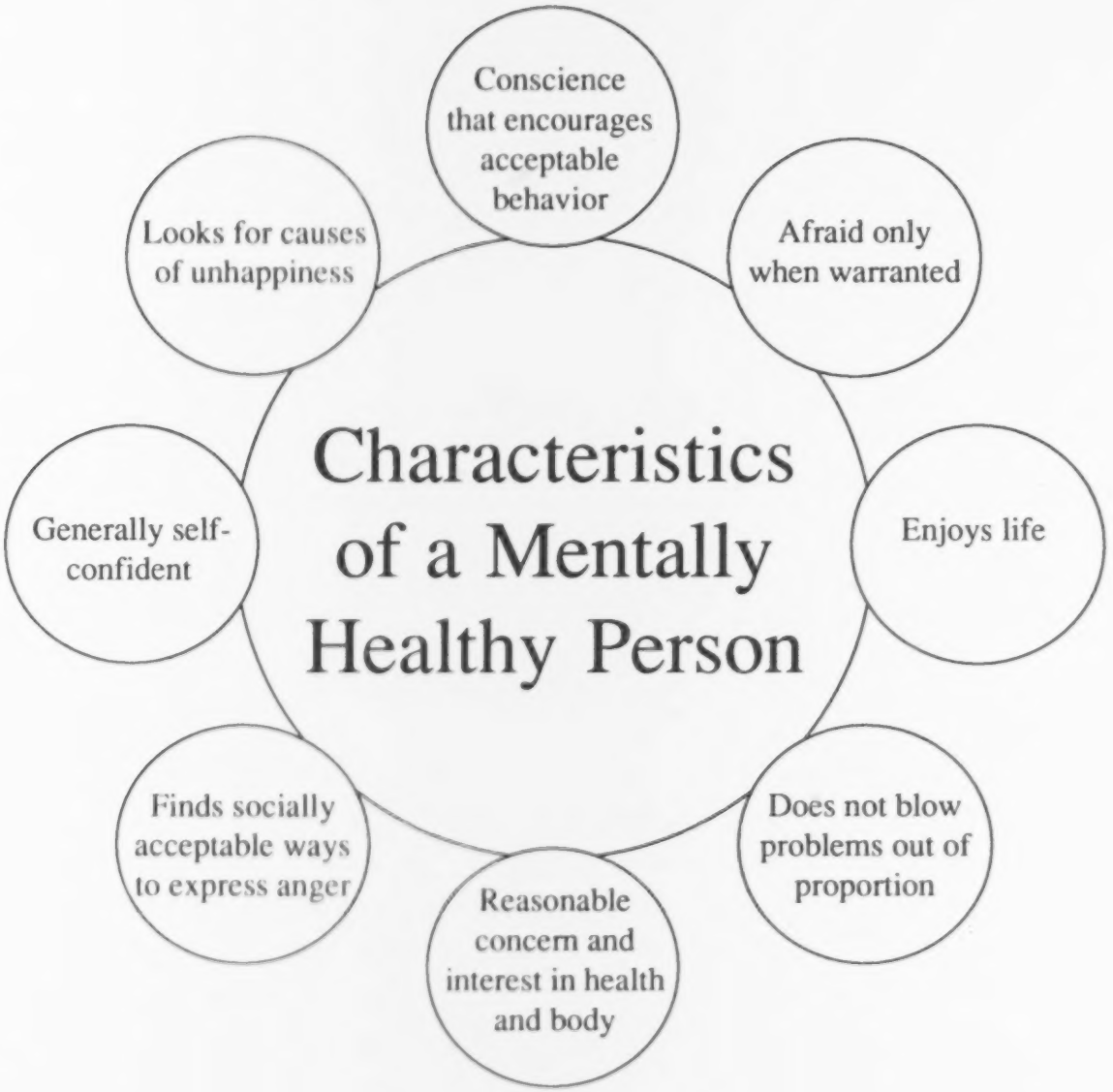
*These values pertain only to the average healthy person.

How to Count Your Pulse Rate

The pulse rate is a reflection of the heartbeat. You must be able to find your pulse within a second or two after stopping exercise, or the count will not equal your exercise heart rate.

The four best places to find your pulse are: 1) over the heart, 2) at either carotid artery running vertically at the side of the neck, 3) over the temple, or 4) at the wrist on the thumb side. Once you have felt the beat, start counting *immediately* for *just ten seconds*.

You will be using your target zone and counting your pulse to guide you in your exercise to improve fitness. *Do not* do any exercise which pushes your pulse above the high limit of the target zone!


Characteristics of a Mentally Healthy Person
Conscience that encourages acceptable behavior
Afraid only when warranted
Enjoys life
Does not blow problems out of proportion
Reasonable concern and interest in health and body
Finds socially acceptable ways to express anger
Generally self-confident
Looks for causes of unhappiness

Selecting a Doctor

Selecting health care professionals and services is a major health care decision. Allow for time to make a wise decision by choosing a doctor before illness occurs. Select a doctor who can treat most illnesses and who will refer patients to specialists when needed.

Sources for locating a medical doctor

- Recommendations from friends, relatives, neighbors, and co-workers
- Referrals from a local hospital, local medical society, area medical school, or hospital personnel
- Referral from a former doctor
- Credentials listed in the *American Medical Directory* or the *Directory of Medical Specialists*

Considerations when selecting a medical doctor

- The hospital with which the doctor is affiliated
- The office hours and the care available when the office is closed
- The doctor's willingness to answer questions by telephone during or after office hours
- The costs of first visits, revisits, and complete checkups; procedures for filing insurance claims; and alternatives for fee payment

Qualities the medical doctor should possess

- Listens to the patient and explains medical information
- Sees a patient immediately when there is a serious problem
- Emphasizes preventive medicine
- Advises obtaining a second opinion under serious circumstances
- Refers patients to specialists as needed
- Continues his or her education to remain updated

Facts and Fallacies about Aging

Facts about Aging

- All five senses tend to decline as people age.
- Lung capacity tends to decrease as people age.
- Physical strength tends to decline as people age.
- Elderly drivers have fewer accidents per person than drivers under age sixty-five.
- About 80% of the elderly population are healthy enough to carry out their normal activities.
- Elderly people usually take longer to learn something new.
- The reaction time of most elderly people tends to be slower than the reaction time of younger people.
- The majority of elderly people are seldom bored.
- Elderly workers have fewer accidents than younger workers.
- Most medical practitioners tend to give low priority to elderly patients.
- The majority of elderly people are working or would like to have some kind of work to do (including house work and volunteer work).
- The majority of elderly people are seldom irritated or angry.

Fallacies about Aging

- The majority of people past age sixty-five are senile.
- Most elderly people have no interest in or capacity for sexual relations.
- Most elderly people are miserable much of the time.
- At least one-tenth of the aged are living in nursing homes, mental hospitals, or homes for the aged.
- Older workers cannot work as effectively as younger workers.
- Most older people are set in their ways and will not change.
- Older people cannot learn new skills.
- In general, most older people are basically alike.
- Most elderly people are socially isolated and lonely.
- Only 15% of the U.S. population are now age sixty-five or over.
- Most elderly people have incomes below the poverty level.
- Elderly people tend to become more religious as they age.
- The health and socioeconomic status of elderly people in the year 2000 will probably be about the same as it is now.

Changes That Occur With Age

CHANGES	WAYS TO MINIMIZE CHANGES
PHYSICAL	
flexibility muscle strength organs and body systems senses susceptibility to illness	proper nutrition, exercise, preventive health care
PSYCHOLOGICAL	
lowered self-worth depression perceived loss of control	part-time employment, volunteering, involvement in hobbies/activities
SOCIAL	
feel "out of sync" with current values lonely	open-minded attitude, work at existing relationships, make new friends and contacts
ECONOMIC	
less income dependent on "unearned" income increased health care expenses	shared expenses, assessment of actual income/expenses, planned spending

Phases of Retirement

BEFORE RETIREMENT

Remote Phase
Most individuals do nothing to prepare for retirement, even to the point of denying they will have to ever retire.

Near Phase
Individuals begin some type of retirement planning. This usually is very limited and may only involve benefits and pensions they can expect to receive.

UPON RETIREMENT

Honeymoon Phase
Depending on reasons for retirement (forced retirement versus self choice), this may be a euphoric time when individuals may be able to do all of the things they never had time to do before.

Disenchantment Phase
A feeling of being let down or depressed.

Reorientation Phase
This is an exploration period when information is gathered to help make decisions about the future.

Stability Phase
Individuals establish a pattern of living with which they are satisfied.

Termination Phase
Sickness or disability causes a growing dependency on others, both physically and economically.

The timing and the sequencing of the phases vary (phases may be skipped). The phases are helpful in the recognition of how people move from the working world to the world of retirement.

Volunteer Opportunities

Organization	Description of Opportunities
Green Thumb, Inc. 1012 14th St., N.W. Washington, D.C. 20005	Part-time work in conservation, beautification, and community improvement in rural areas or existing community-service agencies
National Council of Senior Citizens 1511 K St., N.W. Washington, D.C. 20005	Part-time work as a senior aide in community-service agencies; activities range from child care and adult education to home health and homemaker services
National Council on the Aging 1828 L St., N.W. Washington, D.C. 20036	Part-time work as a senior community-service aide in Social Security and state employment, libraries, hospitals, schools, and other programs; aides may provide homemaker and home-repair services
NRTA/AARP 1909 K St., N.W. Washington, D.C. 20049	Part-time work as a senior community aide in public or private service programs such as child care centers, vocational education classes, clerical positions, or building security
USDA Forest Service 12th St. and Independence Ave., S.W. Washington, D.C. 20250	Part-time work in conservation and beautification projects; available in twenty states
U.S. Jaycees 4 West 21st St. Tulsa, Oklahoma 74102	Programs aimed at aiding the elderly in the local community; sponsored by chapters of the Junior Chamber of Commerce

Services Available for the Elderly

Home Helpers	Personnel assist by performing regularly scheduled household services (except nursing) according to the needs of elderly people.
Meals on Wheels	Hot, ready-to-eat meals are delivered to the homes of elderly persons.
Transportation Services	Free rides are arranged for elderly persons who are unable to drive themselves or who cannot obtain rides from friends or relatives.
Call Checks	Homebound elderly people are contacted through daily phone calls.
Day or Night Sitters	Constant or hourly care is provided for homebound elderly persons.
Day-Care Centers	Care is provided for elderly persons during the day.
Sheltered Workshops	Fit elderly persons may perform light work in a supervised area.
Life Line	Twenty-four-hour emergency care can be summoned immediately with an automatic phone device worn by the elderly person.

Helping in a Crisis

How to Help a Person in Crisis

- Help the person confront the crisis.
- Avoid giving false assurances, such as "everything will be fine."
- Help the person find out facts about the situation. Resources may have to be gathered and shared with the person.
- Encourage the person not to blame himself or herself or others.
- Encourage the person to accept help.
- Help the person with everyday tasks, such as laundry, mowing the lawn, food preparation, and housework.

Adapted from: Rice, A. & Tucker, S.M. (1987) *Family Life Management*.

Questions a Sibling of a Child with a Special Health Need Might Ask

CONCERNS	QUESTIONS
Cause of the handicap	Why is my sibling handicapped? What caused the handicap? Whose fault is it?
Sibling's feelings	Is my sibling in pain? What does he or she think about? Does he or she know me?
Prognosis	Can my sibling ever be like me? Will he or she improve? Can treatment help?
How to help	What am I supposed to do with my sibling? How can I interact with my sibling? Should I protect him or her?
Parents	What do my parents expect of me? Why are my parents so hard on me? Why do they let my sibling "get away" with so much? Why must they spend all of their time with my sibling?
Themselves	Why do I have such mixed feelings about my sibling? Am I jealous of the attention he or she receives? Is there something wrong with me?
Friends	How can I tell my friends that my sibling is "different"? What should I do when my friends tease my sibling? Can my friends accept my sibling?

Adapted from: Powell and Ogle (1985) *Brothers and Sisters—A Special Part of Unique Families.*

Special Health Needs Case Studies

Andy

Andy, aged twenty, was injured in a motorcycle accident two years ago. He is a paraplegic who is currently enrolled as a full-time student in architecture. He married Marie during her freshman year at college, and they have a three-month-old baby. Andy wishes he could have more quiet time to work on his studies and that Marie would spend less time complaining about her aches and pains. After all, there is no comparison between her symptoms and what he has overcome with his disability. Marie indicated that Andy does not help her with the baby or the apartment. He is totally absorbed with his studies, his group of paraplegic friends, and his physical hygiene regime, which takes considerable time in the mornings and evenings.

Andy and Marie's baby is normally developed for three months. Marie considers him a good baby and expresses some guilt at taking out her frustrations on the baby by ignoring his cries for prolonged periods of time.

Elaine

A twenty-three-year-old woman named Elaine was in the terminal stages of metastatic carcinoma. She and her husband had been married for four years, and most of that time she had been in and out of hospitals. Jack, Elaine's twenty-five-year-old husband, was angry and frustrated. He felt guilty because of his anger and frustration; yet, Elaine was the cause of their ruined hopes and dreams.

In a few weeks, Elaine was admitted to the hospital and died. Jack still had much grief to work through, but he had surprised himself with how well he had held up during the last few days. He said he realized that most of his worries and concerns had been for himself, his performance on the job, and his future rather than for Elaine. He said this was "a beastly way to grow up."

Family Crises: Physical Illness

SHORT-TERM

Every family faces illness sometime

Rallies resources and support

Usually manages through time of stress; sees an end to illness

Has support of extended family and neighbors

LONG-TERM

Emotionally draining

Financially draining

Well spouse or family members must take on additional roles

All family members under stress

Family may have to resort to community means of support: welfare, child care, foster care, etc.

Family Crises: Mental Illness

Denial of illness

Avoids treatment until crisis stage is reached

Ill member may have to be institutionalized

Fear that ill member will never recover

Loss of family equilibrium

Additional roles for healthy spouse

Economic strain

Need to identify and utilize community resources

All healthy family members affected by the mental illness

Family Crises:
Handicapped Child

Possible Effects a Handicapped Child Has on the Family

- ❍ Parental feelings of guilt, anger, and resentment
- ❍ Social isolation
- ❍ Role strain of parents
- ❍ Economic problems
- ❍ Excessively high aspirations for other children
- ❍ Marital conflict
- ❍ Sibling rivalry
- ❍ Problems of care:
  - Prolonged dependency of child
  - Special treatment and training

Patient's Rights

- The hospital patient has the right:
  - ➡ To considerate care
  - ➡ To complete and understandable information about the diagnosis, treatment, and prognosis of one's case
  - ➡ To be given all necessary information regarding consent to treatment
  - ➡ To refuse treatment
  - ➡ To have one's privacy respected and one's records kept confidential
  - ➡ To refuse to participate in any proposed experimentation affecting treatment
  - ➡ To reasonable continuity of care
  - ➡ To an explanation of one's bill

The normal body temperature varies from 97°F to 99°F and is usually 98.6°F.

Emotions, water intake, weather, food, and clothes can affect body temperature.

Measurement of body temperature can be by mouth, rectum, axilla (underarm), or groin.

Patients with fever should be kept quiet and comfortable.

Early evening is the time when body temperature will be highest, and 4:00 a.m. is when it will be lowest.

Rises in temperature can be gradual or sudden.

Accuracy in measuring body temperature can best be attained by use of a rectal thermometer.

Thermometers are used to measure body temperature.

Use careful and sanitary procedures when cleaning thermometers.

Rapid drops in temperature may cause shock.

Evaporation of body fluids can cool the body and cause a drop in temperature.

Fevers can be low grade (100°F) or high grade (103°-105°F or above).

Always consider body temperature and respiration together because of their relationship to each other.

Common cause of a change in temperature is the body's defense against infection and poisons.

Treatment for a fever centers around the cause, not the fever.

Subnormal temperature is below 98.6°F.

Taking a Patient's Temperature

Although a person may be ill without having a fever, fever is usually a sign of illness. If the temperature is over the normal ranges of body temperature, (98.6°F to 99°F, oral; 98.6°F to 100°F, rectal; and 96.6°F to 98°F, armpit or axillary), one should seek medical help.

Temperature should be taken:

- When a person feels ill or shows signs of illness
- When there are symptoms such as sore throat, vomiting, chills, pain in abdomen or chest, or diarrhea
- During illness

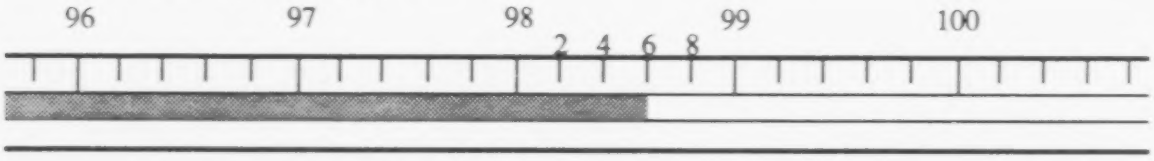
Every family should own a fever thermometer, and all family members should know how to use a thermometer. Wash the thermometer in cool, soapy water and rinse. Store in an alcohol solution to sanitize. Avoid cleaning a thermometer in warm or hot water because the accuracy of the thermometer will be affected. Store oral and rectal thermometers in separate locations.

To use the thermometer:

- Shake the thermometer down to 95°F. Place under tongue, in anus, or in armpit. Use lubricating jelly or petroleum jelly on a rectal thermometer to protect against breakage.
- Leave thermometer in place for three minutes (ten minutes in armpit).

To read the thermometer:

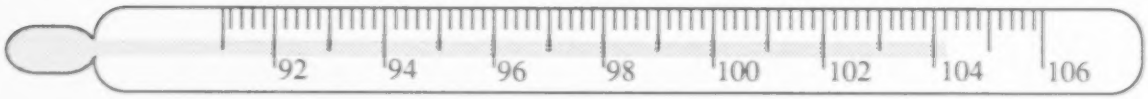
- Hold the thermometer at eye level without touching the bulb end of the thermometer.
- Rotate the thermometer until you can clearly see the band of mercury.
- Observe the temperature markings at the point where the mercury stops.
  a. Short markings represent an increase of two tenths of one degree (0.2°).
  b. Longer markings represent an increase of one degree.
  c. If the mercury band ends at one of the short lines, look to see which long line is to the left. This will tell you the degree of temperature. For example, the temperature in the illustration reads 98.6°F.



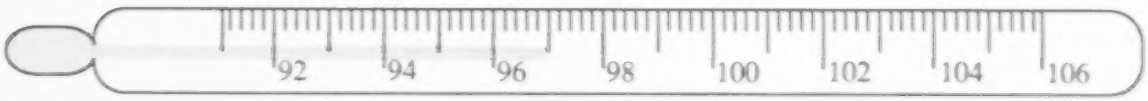
Reading a Thermometer

Directions: Read the thermometers. Write the correct temperature reading in the space provided above each thermometer.

1. _____



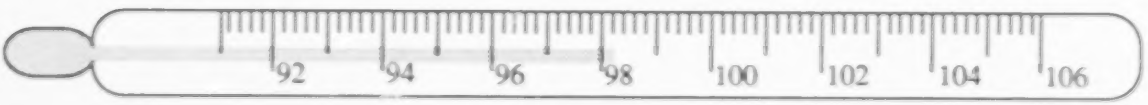
2. _____



3. _____

4. _____

5. _____



How to Monitor Respiratory Rates

The rise and fall of the chest or upper abdomen is considered one respiration.

Count the number of respirations for fifteen seconds and multiply by four. This is the respiratory rate.

Notice if the respirations are shallow, deep, rapid, slow, painful, easy, labored, yawning, sighing, or noisy.

Average Respiratory Rates

Age Group	Respirations Per Minute
Elderly	14 - 18
Adults	16 - 20
Adolescents	20 - 22
Three-year-olds	20 - 26
Two-year-olds	20 - 26
One-year-olds	26 - 30
Infants	40 - 60

Do's and Don'ts for Medications

✔ DO

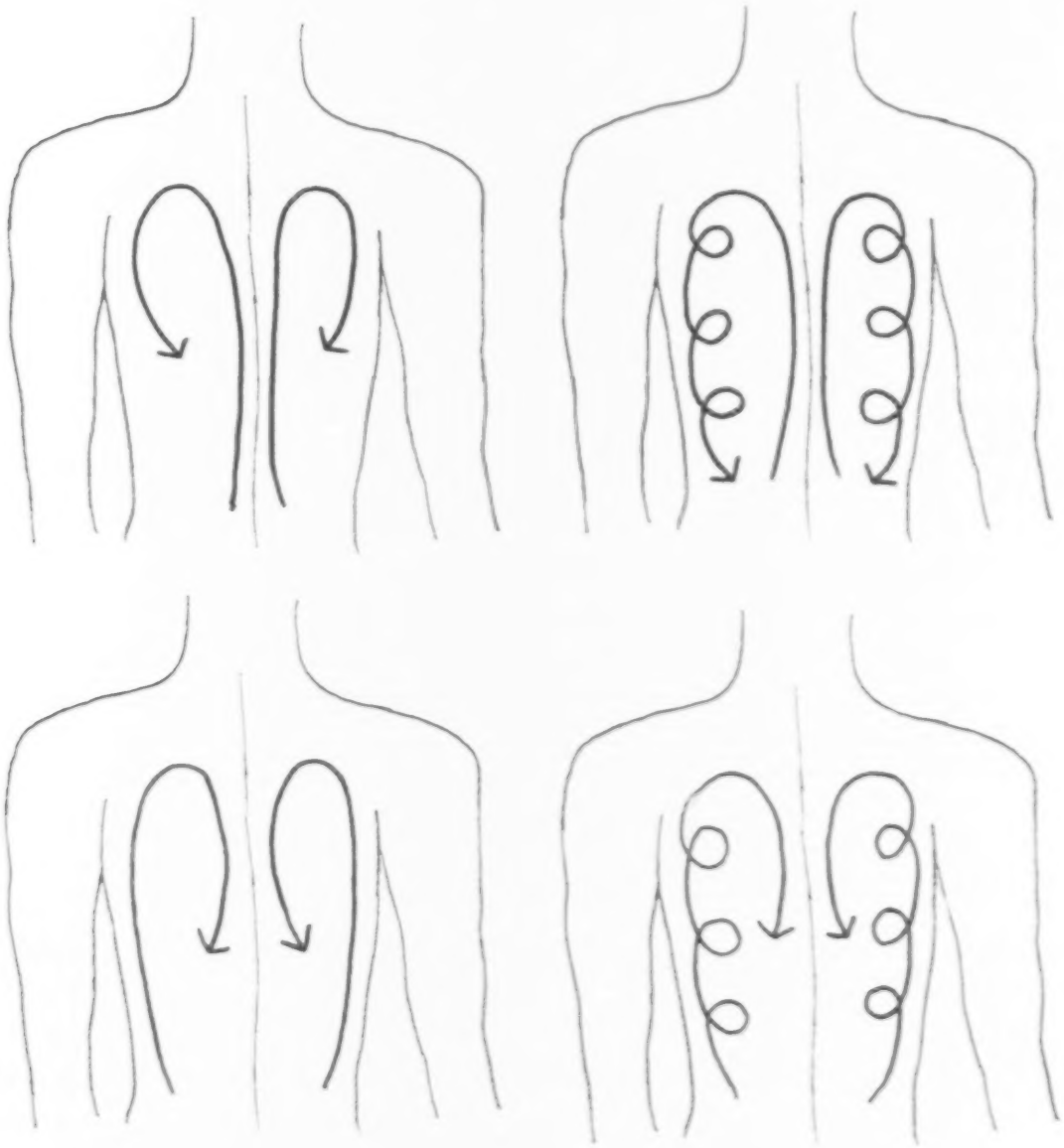
- Understand the doctor's orders clearly.
- Read the label on the container thoroughly.
- Give medication on time.
- Give medication in the proper dosage.
- Ask the doctor if a generic drug can be prescribed. Generic drugs are less expensive than brand name drugs.
- Be careful in mixing food and drugs. Ask a doctor or pharmacist for a list of foods and liquids that do not mix with the drug.
- Know what precautions to take with specific drugs (such as stay out of sun, take with liquid, take on empty stomach, avoid alcohol, etc.).

DON'T

- Give medication to any person other than the person for whom it is prescribed.
- Give medication if you are not sure about the drug, the dosage, or how to give it.
- Mix medications without consulting the doctor or pharmacist. If more than one doctor is being used, each doctor should be made aware of all medications prescribed.
- Fail to report unexpected side effects to the doctor while taking medication.

How to Give a Back Rub

Apply lotion while moving hands in the direction of the arrows.



Guidelines to Help Prevent Bedsores

⇒ Turn the patient every two hours.

⇒ Prevent sheet burns by turning the patient slowly.

⇒ Be careful using bedpans. Padding the bedpans can reduce pressure. Sprinkling the rim with powder will minimize friction.

⇒ Keep the patient clean and dry.

⇒ If signs of a bedsore are developing (warm areas of skin, redness, tenderness, discomfort, or a burning feeling on the skin), gently rub the area with skin lotion every two hours. (Be careful. Too much rubbing could cause skin breakage.)

⇒ Use powder or cornstarch where skin surfaces form creases. Use cornstarch on the sheets to reduce friction as the patient moves. (Be sure to clean sheets often.)

⇒ Keep linen dry and free of wrinkles.

⇒ Remove any hard objects from the bed including crumbs, hair pins, and other small objects.

⇒ Change bed immediately when it becomes wet.

⇒ Be sure plastic never touches the patient's skin.

⇒ Use special equipment such as air cushions, foam rubber cushions, sheepskins, pillows, pads, air mattresses, alternating pressure mattresses, and flotation pads to reduce skin pressure.

Transferring A Patient

Helping the Patient Sit from a Lying Position

Wash your hands.

Tell the patient what will be done.

Roll the patient on his or her side, facing you.

Bend the patient's knees and place one of your arms behind the patient's knees. Hold the patient in this position.

Place your other arm under the patient's neck and shoulder area.

Position your feet apart for support and lean your body toward the patient.

Shift your weight to your back leg while you swing the patient's legs over the edge of the bed and pull the patient's shoulders up to a sitting position.

NOTE: If using a hospital-type bed, one can raise the head of the bed to assist the patient in sitting up. Follow the procedure from that position. Pivot the patient to a sitting position on the side of bed by using one arm behind the patient's knees and the other arm under the patient's shoulders and arm.

Helping the Patient Stand

Help only when necessary.

Tell the patient to move to the edge of the bed. Put your hands on the bed at each side of the patient.

Place one of your knees between the patient's knees. (Your feet should be in good position and close to the bed.)

Bend your knees and lean onto your forward foot to place your arm (the arm on the same side of the forward foot) around the patient's waist.

Place your other hand around the other side of the patient's waist.

Tell the patient to push down with his or her arms and then lean forward and stand up on the count of three.

Count to three.

Hold the patient closely.

Rock your weight to your back foot as the patient pushes, leans forward, and stands.

A chair should be close by the bed to pivot the patient.

Helping the Patient Sit from a Standing Position

Position your arms around the patient's waist and your knee between the patient's knees.

Have the patient feel the chair with the back of his or her legs.

Have the patient reach back for the arms of the chair.

Lean forward onto your front leg as the patient sits down.

2.5
2.8
2.2
3.2
2.0
3.6
4.0
100 mm
1.0
1.1
1.25
1.4
1.6
2.8
2.5
3.2
2.2
3.6
2.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5
2.0
2.2
2.5
2.8
3.2
3.6
4.0

Stages of Grief Experienced by a Terminally Ill Patient

Stages	Purpose	Characteristics
1. Denial and isolation	Functions as a cushion to the blow of the news that the patient is terminally ill; serves as a time delay so the patient has time to think about his or her situation and substitute other less extreme behaviors or defenses	Temporary shock; patient strongly denies the reality of his or her illness; often wants to be alone; does not want anyone to help him or her do anything
2. Anger	Functions as an emotional outburst for the patient to cope with emotional stress; allows venting of tension and helps alleviate stress (similar to a child's temper tantrum or an adult's strenuous exercise)	Rage, hostility, and anger directed at anyone; patient asks what he or she has done to deserve such an illness
3. Bargaining	Allows hope that the inevitable end may be delayed; helps to give the patient hope and will power; usually a bargain made with higher being	The bargain is kept a secret and is mentioned only between the lines in conversation with others; may be discussed only with a chaplain or other clergy
4. Depression	Helps to cope with the losses the person has had to deal with or will have to deal with; elicits needed sympathy; a step in the direction of total acceptance	Talks about loss of job, finances, use of limbs or other physical functions, and weight; talks about the eventual loss of family, friends, and belongings; begins to accept the inevitability of death
5. Acceptance	Helps patient accept the death as real; resolves conflict between wanting to live and knowing that death is at hand; preparation stage for death; other stages have been resolved if the patient has had enough time and has been given help in working through them	Usually tired and weak; void of feelings; circle of interest narrows; no longer talkative to visitors and other people; not necessarily happy, but at peace

What to Say and Do

Possible things to say

- Express your sympathy simply and sincerely.
- Use simple phrases such as:
  "It must be hard for you. . . ."
  "I am sure this is a difficult time for you. . . ."
  "Do you need. . .?"
  "Would it be helpful if I. . .?"

Possible things to do

- Go to the grocery store for the bereaved person.
- Wash dishes or clean house.
- Bring over a meal or a baked item.
- Take the bereaved person out to dinner.
- Help sort belongings of the deceased.
- Mow the grass or shovel the snow.
- Stay at the house during the funeral or provide child care for the children who will not be attending the funeral.
- Listen to the person.
- Be accessible when the person needs you.
- Show care and compassion to the grieving person.
- Include the bereaved person in holiday plans for your family.

Bereavement Case Studies

Your best friend's older brother and two of his friends died in an automobile accident last night. You have heard a rumor that your friend's brother had been drinking before driving the car involved in the accident. Your best friend has just called and asked you to come over to visit.

The family for whom you regularly provide child care had a child who was terminally ill. The youngster died last week. You are going to care for the other children tonight.

Your grandfather retired last year. He has a bad case of arthritis. He and your grandmother were planning a trip this summer across the country in their van. They had invited you and your best friend to accompany them on the trip. You had started to prepare for the trip, which is a month away. Your grandfather has just called to say your grandmother died in her sleep. You and your parents are on your way to their house.

Myths about Bereavement

- Bereavement is a short process.
- Grief should be private and not shared with anyone.
- Crying is a sign of weakness, and self-control is a sign of strength.
- A person who is mourning should never feel sorry for himself or herself.
- Everything will turn out all right in time.
- Grief is the same experience for everyone.
- Talking about grief will make it worse.

Case Studies

I can't understand why I'm not feeling any better. My friends at school and at work tell me I should be over my parent's death by now. After all, it has been a month. But as each day goes by, I feel worse. What is the matter with me?

My mom and dad refuse to mention Shelia and her illness. It's as if when she died we were supposed to erase our memories of her and that remembering would make it worse. Is it wrong for me to want to talk about Shelia? Why won't they discuss her? What can I do to help them and myself?

I keep telling Kelly that everything will work out in time. When my dad died three years ago, my mom started drinking too. If my mom could get over my dad's death and straighten herself out, so can Kelly's mom. We all go through the same feelings and adjustments when we are grieving. Just give her time and things will work out.

Comparison of Special Diets

	REGULAR	SOFT	CALORIE RESTRICTED	BLAND	FAT RESTRICTED
BREAKFAST	orange juice cream of wheat fried eggs toast jelly milk coffee	orange juice cream of wheat with milk and sugar buttered toast milk	orange juice poached egg whole wheat toast with 1 tsp. margarine skim milk black coffee	cream of wheat with apricot purée buttered white toast orange juice milk	orange juice cream of wheat with 1 Tbsp. sugar and skim milk toast with 1 Tbsp. jelly coffee
LUNCH	baked ham glazed sweet potato buttered peas endive salad with French dressing bread butter pineapple ice cream	apple juice creamed chicken with peas and noodles baked squash buttered bread custard tea	sliced chicken aspargus spears on lettuce with cottage cheese bread with 1 tsp. margarine cantaloupe tea	poached eggs on white toast creamed spinach pear juice skinless baked apple milk	tomato juice uncreamed cottage cheese on fruit salad toast with 1 Tbsp. honey angel cake skim milk tea
DINNER	vegetable soup poached egg buttered spinach sliced tomato salad rolls butter date bars milk	cream of tomato soup broiled beef patty mashed potatoes with butter green beans buttered bread stewed peaches milk	half grapefruit lean roast beef baked potato cooked carrots lettuce & tomato salad bread fresh strawberries skim milk	cream of tomato soup baked cod fish baked potato with butter tender green peas buttered bread canned peaches milk	baked chicken boiled potato baked squash with honey lettuce salad bread canned peaches skim milk

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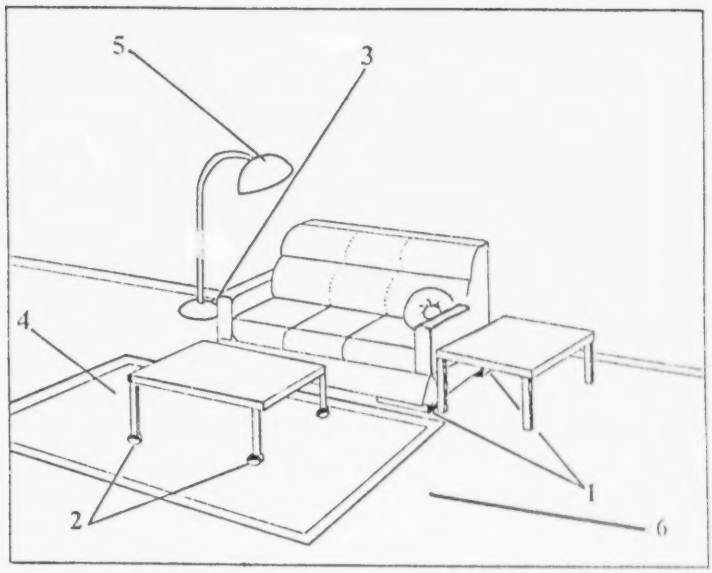
Clothing Adaptations

Condition or Need	Adaptations
Decreased physical strength	Hook-and-loop fasteners to replace buttons and buttonholes Zippers with large pulls Eliminate pullover styles
Limited reach and range of motion	Knit fabrics and stretch woven fabrics Raglan sleeves
Loss of finger dexterity	Large metal hooks and bars on waistbands Large buttons Eliminate pullover styles Buttons sewn on with long shanks of thread or elastic
Partial paralysis	Eliminate pullover styles Semi-fitted long sleeves
Safety	Belts, ties, and sashes kept at a short length Nonflammable fabrics

Housing Adaptations

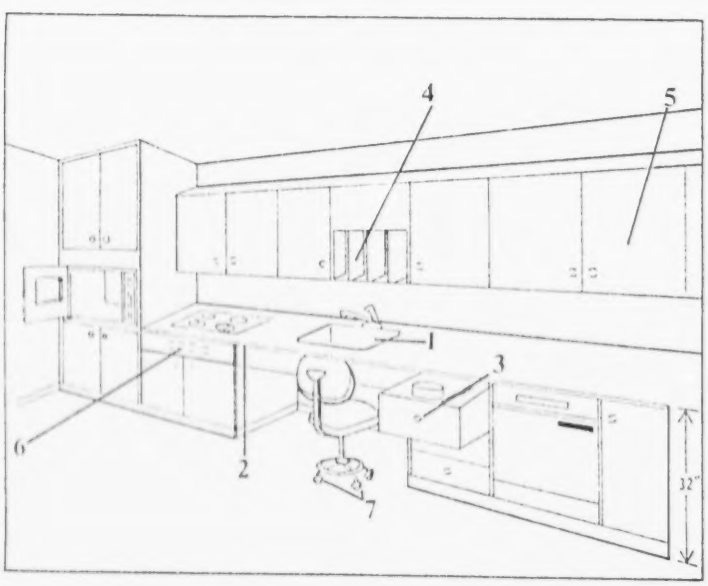


Living Room

1. Sofa raised to height of twenty inches on hidden wooden blocks
2. Coffee table on wheels or casters
3. Walkways clear of electrical cords
4. Nonslip rug
5. Proper lighting
6. Space for wheelchair mobility

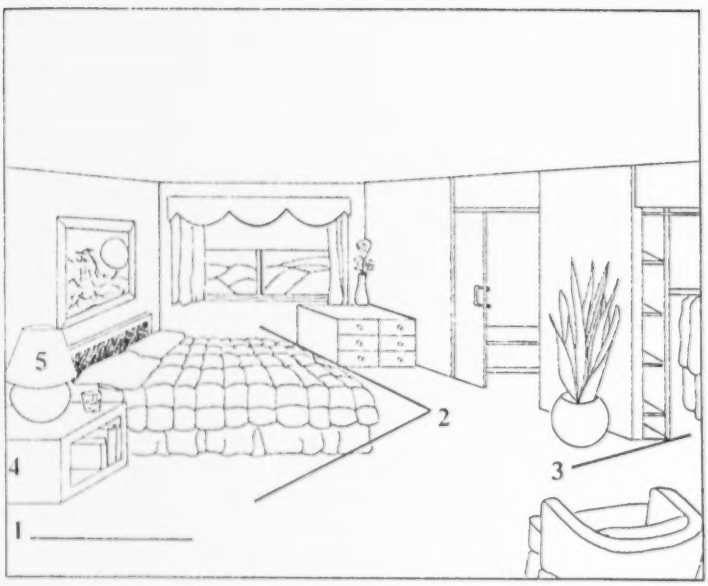
Kitchen

1. Shallow sink
2. Thirty-two-inch-high counter
3. Drawers within easy reach from chair
4. Racks above sink for shallow pans
5. Low wall cabinets
6. Controls on front of stove
7. Chair on wheels or space for wheelchair mobility

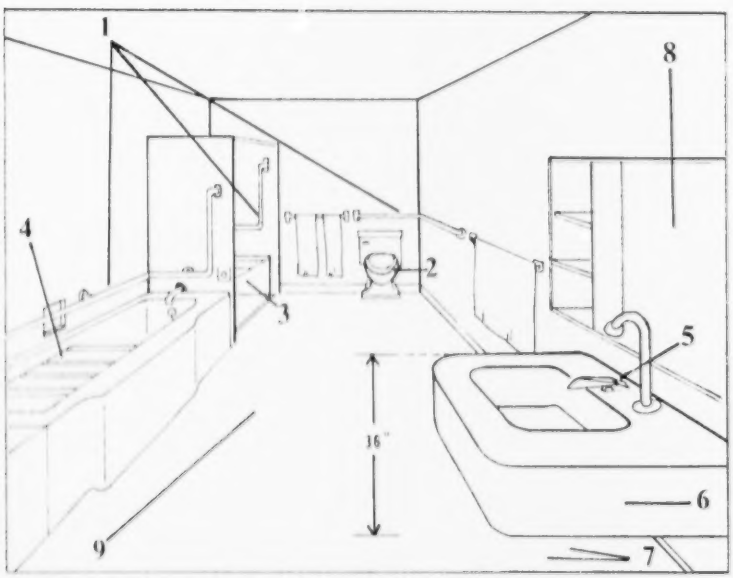


Bedroom

1. Space for wheelchair mobility
2. Minimum clearance of eighteen inches on both sides of bed (thirty-six inches between twin beds; forty-eight inches if occupant uses wheelchair)
3. Closet accessible by wheelchair
4. Bedside table for liquids, medicine, tissues, books, magazines, etc.
5. Light or flashlight conveniently located near bed



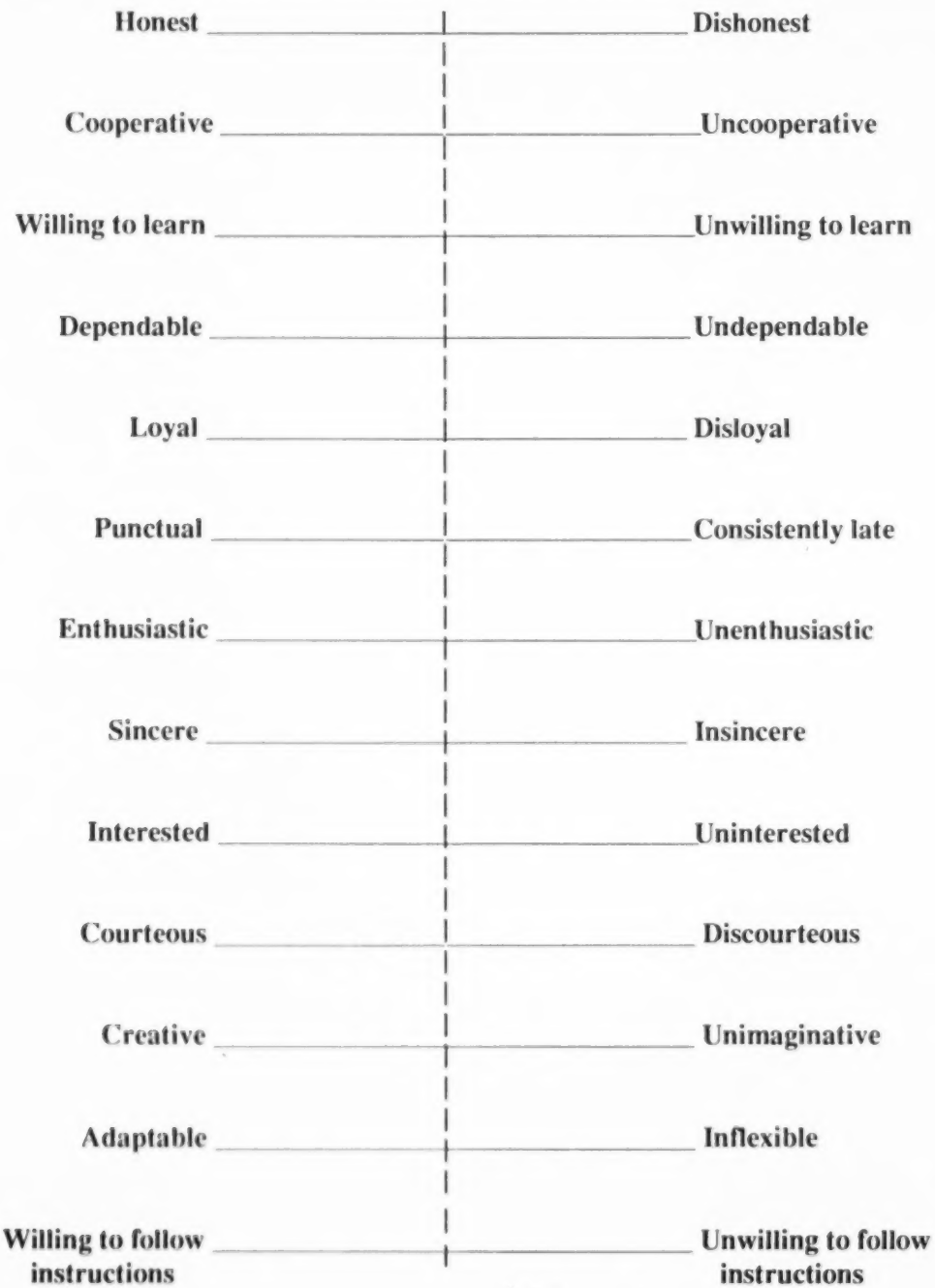
Bathroom



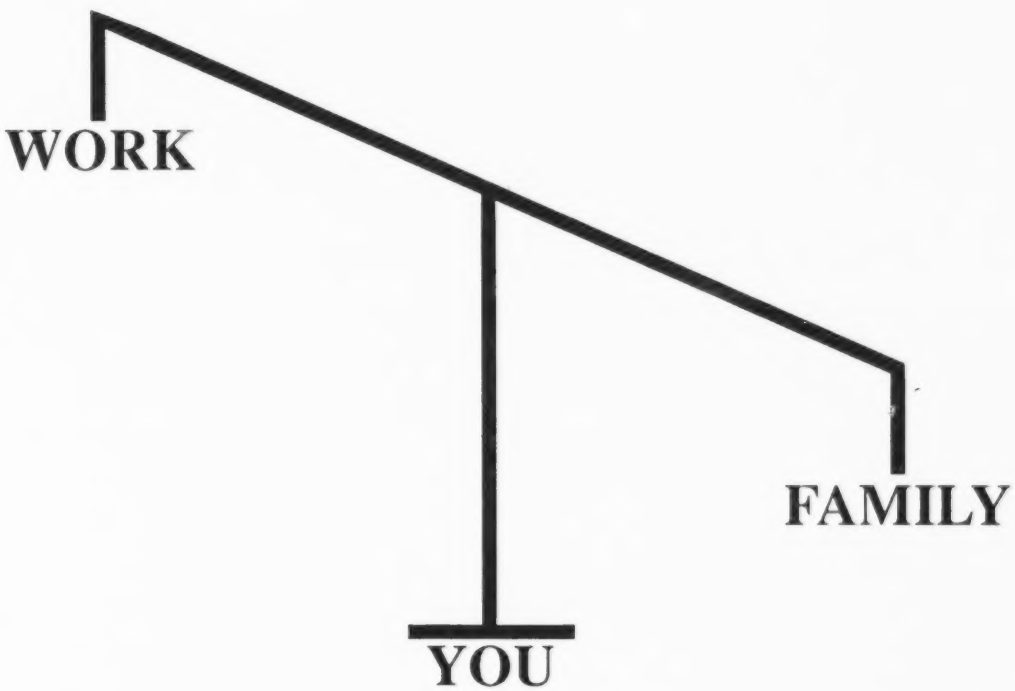
1. Grab bars fastened to tub, shower stalls, and wall by commode
2. Raised commode seat
3. Seat in shower stall
4. Seat in bathtub
5. Lever-type faucets
6. Sink thirty-six inches from the floor
7. Wall-to-wall synthetic fiber carpet with nonslip backing
8. Mirrored medicine cabinet with sliding door over sink
9. Space for wheelchair mobility

Personal Inventory
Characteristics Leading to Career Success

Directions: Reflect on your own personal characteristics. For each characteristic place an "X" at the place on the line which you feel best describes you. The vertical dotted line represents an average rating.



Balancing Your Life



HOW DO YOU MANAGE?